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ABSTRACT

Providing career development and career awareness opportunities for elementary school students is part of the North Carolina's Standard Course of Study. As national initiatives suggest, comprehensive delivery of career development competencies can be most easily and effectively accomplished through counselor-teacher collaboration. This guide is designed to assist elementary school counselors and teachers in identifying current counseling and classroom activities that already support career development, and suggests ways to enhance these and additional competencies. Section One discusses career development programs at the elementary school level and provides state and national goals and competencies. Section Two provides a sample of activities two school systems are using to integrate career development into their Standard Course of Study. Section Three provides a sample workshop to guide interested counselor-teacher teams in developing career activities for their classrooms and programs. Appendix A is The Secretary of Labor's Commission on Achieving Necessary Skills; Appendix B is an Outline of Development Traits, Career Needs and Parent Involvement for Students (Pre-K through High School). (Contains 82 References.) (Author/JDM)

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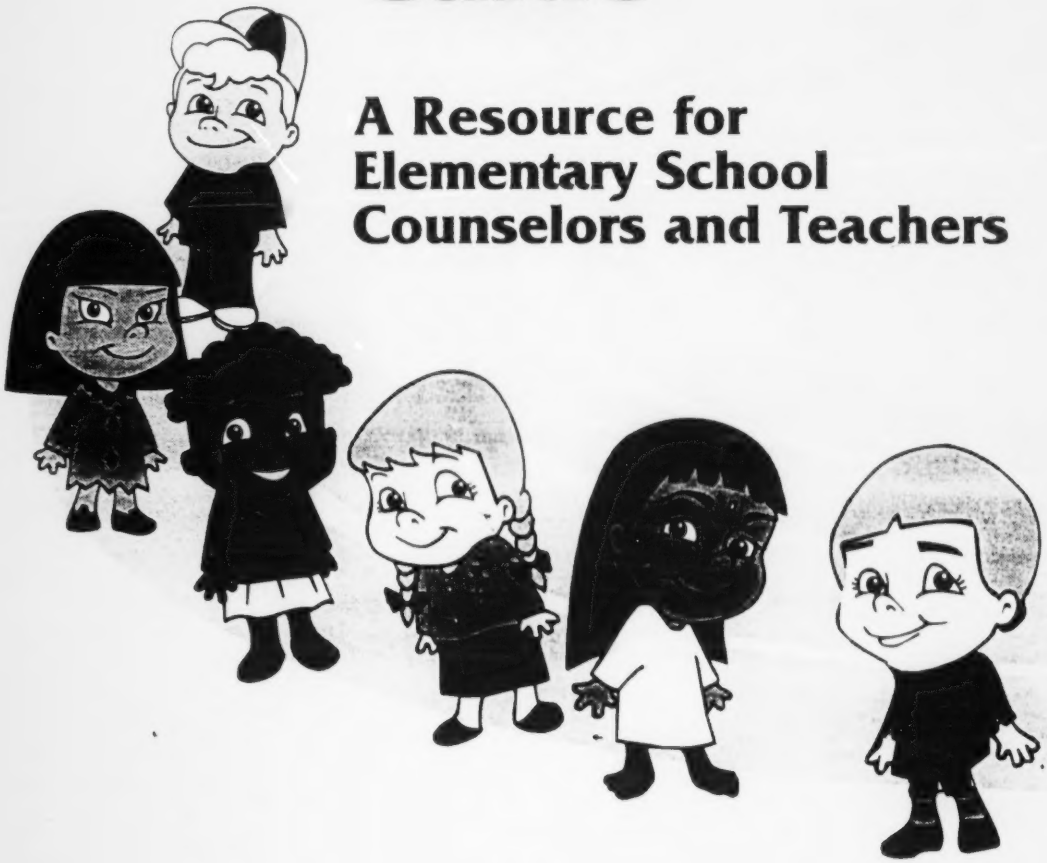
Elementary Career Awareness Guide

A Resource for Elementary School Counselors and Teachers



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1999

FORWARD

Career Development at the Elementary Level

Providing career development and career awareness opportunities for elementary school students is not a new idea nor program. It is part of North Carolina's Standard Course of Study, has been endorsed by the State Board of Education, and is promoted by the state's School-to-Work initiative, Job Ready. The national experience suggests, however, that the sequential, comprehensive delivery of career development competencies can be most easily and effectively accomplished through counselor-teacher collaboration. School counselors are already providing many of the career development competencies through current programs, and teachers often welcome ways to incorporate career development into classroom instruction. The question now being asked is "How do we build or enhance our elementary career development program?"

This Guide

This Career Awareness Guide is an initial effort to address this question. Its purpose is to assist elementary school counselors and teachers to identify current counseling and classroom activities which already support career development and suggest ways to incorporate additional competencies into their programs.

- *The Introductory Section references the National Career Development Competencies and state counseling goals, and lists programs where some of these competencies are already being provided.
- *The sample Activities (Section II) illustrate how teachers can include career development competencies within their subject area lesson plans.
- *The Workshop Outline (Section III) offers a guide for counselor-teacher teams who are interested in developing appropriate classroom activities for their school, in order to build comprehensive program.
- *The Resources Section (IV) is for counselors and teachers K-14, and is also available in the Career Choices Resource Guide (Activity Book for middle and high schools).

Acknowledgements

This Guide is a collaborative project of the Department of Public Instruction, Instructional and Guidance Services Section, the Job Ready Office and the State Occupational Information Coordinating Committee. The Project Directors are indebted to the elementary counselors and teachers from Davidson, Guilford and Wake Counties who participated in this project and developed the activities for this Guide. Our thanks to Deborah Mangum and Beth Rouse, Wake County Schools, for their coordination efforts, and very special thank you to Jean Williams who formatted and edited the activities and cross referenced them to the Standard Course of Study and the National Career Development Guidelines. Without her time and talents, this project would not have been possible.

We hope you will find the Guide useful, and will share with us your comments and suggestions about its future.

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Section I: Introduction

This section discusses career development programs at the elementary level and provides our state and national goals and competencies.

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INTRODUCTION

How did most people in the present workforce choose their occupation or career? When asked that question, many workers reply: my mother was a teacher, my father wanted me to become a doctor, or I picked a job out of the want ads. No consideration was given to interests, aptitudes or ability.

Many of these workers, after being in the job market for several years, try to go backward through the process of assessing their skills, interests, and aptitudes, wishing they had done so earlier in life. Career development is a life long journey that begins when a young child chooses to play with building blocks, a tea set or trucks. When retired people decide on new leisure time activities, they are still participating in this journey.

In elementary school, students are immersed in what is referred to as the awareness level of career development. They explore who they are as people, how they interact with others, why attending school is important to the world of work, and their roles in the workforce.

Studies have shown that individuals who receive early career training and counseling services:

* Improve school involvement and performance

* Increase personal and interpersonal skills

* Improve preparation for careers

* Increase career awareness exploration and planning skills

School counselors and teachers can incorporate career counseling and guidance into the classroom curricula that students receive every day. The activities found in this manual can be taught as a part of the goals and objectives found in the North Carolina Standard Course of Study. These goals and objectives are noted at the beginning of each activity. Counselors and teachers can also make workforce language a part of everyday discussion with students. For example, they can ask students why being on time to school will prepare a student to be on time for a job and what will happen if they are late to either place.

Counselors are finding many innovative ways to incorporate career development into the everyday life of students. They facilitate whole school activities such as Red Ribbon week, conduct classroom guidance sessions and offer small skill building and support groups. The following are a sample of the myriad of activities in which elementary counselors participate and are or can easily provide many of the career development competencies.

A. At-Risk/Drop-out Prevention- counselors coordinate various programs such as tutoring and mentoring to help keep students in school.

B. Character Education- may be taught in a classroom guidance setting; emphasizing a list of traits; honesty, reliability, respect, etc. Counselors also provide writing exercises using the traits to correlate with the school's writing program.

C. Conflict Resolution- programs to teach skills in solving problems and conflicts in non-violent ways.

D. Dare- counselors often help facilitate the Drug Abuse Resistance Education program with the Dare officers.

E. Diversity Appreciation-classroom presentations and whole school programs to help students appreciate other students who represent a culture different from their own.

F. Drug Prevention curricula-the Alcohol and other Drug curriculum and other commercial curricula are presented K-5.

G. Peer Mediation/Peer Helping- a method for negotiating disputes and finding resolutions among students. Peer helpers act as tutors, listeners and mediators for their classmates.

H. Parenting- connecting with parents in a variety of ways has always been a part of the counselor's job description. Initiatives include parenting support groups.

I. Student Assistance Programs- students work in small groups and individually to develop life skills and responsible behaviors.

K. Stress Management- students learn to identify stressors, body responses, and management options, as well as methods for personal program development.

L. Support and skill building groups-counselors lead groups to teach skills to students who are experiencing grief and loss due to death or divorce, overcome test anxiety or manage feelings.

A comprehensive school career development program begins at the elementary level and continues for life. It is important for counselors and teachers to help students make the best possible learning and career choices so they may have a full life and be contributing members of society.

Sandy Peyser
Counseling Consultant, DPI

GOALS FOR SCHOOL COUNSELING IN NORTH CAROLINA

A. Demonstrate a positive attitude toward self as a unique and worthy person;

B. Gain life-planning skills that are consistent with needs, interests, and abilities;

C. Develop responsible social skills and an understanding and appreciation of being a contributing member of society;

D. Demonstrate an understanding and appreciation of the lifelong process of learning, growing, and changing.

THE NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS EXECUTIVE SUMMARY

After extensive research and review, the American Counselor Association announces the establishment of the National Standards for School Counseling Programs.

National Standards:

- help school systems identify what students will know and be able to do as a result of participating in a school counseling program;
- establish similar goals, expectations, support systems and experiences for all students;
- serve as an organizational tool to identify and prioritize the elements of an effective school counseling program; and
- provide an opportunity to discuss the role of counseling programs in school to enhance student learning.

WHY SCHOOL COUNSELING PROGRAMS?

The purpose of a counseling program in a school setting is to promote and enhance the learning process. The goal of the program is to enable all students to achieve success in school and to develop into contributing members of our society. A school counseling program based upon national standards provides all of the necessary elements for students to achieve success in school. This programmatic approach helps counselors to:

- continuously assess their students needs;
- identify the barriers and obstacles that may be hindering student success; and
- advocate for programmatic efforts to eliminate these barriers.

School success requires that students make successful transitions and acquire the attitudes, skills, and knowledge that are essential to the competitive workplace of the 21st century.

WHAT ARE THE NATIONAL STANDARDS?

The National Standards for School Counseling Programs facilitate student development in three broad areas:

Academic Development
Career Development
Personal/Social Development

The standards provide the guidance, direction and the framework for states, school systems and individual schools to develop effective school counseling programs. There are three standards for academic development, career development, and personal/social development. These nine standards are followed by a list of student competencies or desired student learning outcomes. These define the specific knowledge, attitudes and skills which students should obtain or demonstrate as a result of participating in a school counseling program. These competencies form a foundation which can be used as a basis to develop measurable indicators of student performance.

Academic Development

The academic standards serve as a guide for the school counseling program to implement strategies and activities that support and maximize student learning. Academic development includes:

- acquiring skills, attitudes, and knowledge to learn effectively;
- employing strategies to achieve success in school; and
- understanding the relationship of academics to the world of work, and to life at home and in the community.

Career Development

Program standards for career development serve as a guide for the school counseling program to provide the foundation for acquiring the skills, attitudes, and knowledge that enable students to make a successful transition from school to the world of work. Career development includes:

- strategies to achieve future career success and job satisfaction;
- fostering an understanding of the relationship between personal qualities, education and training, and the world of work; and
- the development of career goals by all students as a result of career awareness and experiential activities.

Personal/Social Development

Program standards for personal/social development serve as a guide for the school counseling program to provide the foundation for personal and social growth which contributes to academic and career success. Personal/social development includes:

- the acquisition of skills, attitudes, and knowledge which helps students to respect self and others;
- the use of effective interpersonal skills;
- the employment of safety and survival skills;
- understanding the obligation to be a contributing member of our society; and
- the ability to negotiate successfully and safely in the increasingly complex and diverse world of the 21st century.

[Extracted from The National Standards for School Counseling Programs, American School Counselor Association (1997)]

THE NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS

Academic Development

Standard A. Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Standard B. Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Standard C. Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Career Development

Standard A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B. Students will employ strategies to achieve future career success and satisfaction.

Standard C. Students will understand the relationship between personal qualities, education and training, and the world of work.

Personal/Social Development

Standard A. Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Standard B. Students will make decisions, set goals and take necessary action to achieve goals.

Standard C. Students will understand safety and survival skills.

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Elementary	Middle/Junior High School	High School	Adult
Self-Knowledge			
Knowledge of the importance of self-concept	Knowledge of the influence of a positive self-concept	Understanding the influence of a positive self-concept	Skills to maintain a positive self-concept
Skills to interact with others	Skills to interact with others	Skills to interact positively with others	Skills to maintain effective behaviors
Awareness of the importance of growth and change	Knowledge of the importance of growth and change	Understanding the impact of growth and development	Understanding developmental changes and transitions
Educational and Occupational Exploration			
Awareness of the benefits of educational achievement	Knowledge of the benefits of educational achievement to career opportunities	Understanding the relationship between educational achievement and career planning	Skills to enter and participate in education and training
Awareness of the relationship between work and learning	Understanding the relationship between work and learning	Understanding the need for positive attitudes toward work and learning	Skills to participate in work and life-long learning
Skills to understand and use career information	Skills to locate, understand, and use career information	Skills to locate, evaluate and interpret career information	Skills to locate, evaluate and interpret career information
Awareness of the importance of personal responsibility and good work habits	Knowledge of skills necessary to seek and obtain jobs	Skills to prepare, seek, obtain, maintain and change jobs	Skills to prepare to seek, obtain, maintain and change jobs
Awareness of how work relates to the needs and functions of society	Understanding how work relates to the needs and functions of the economy and society	Understanding how societal needs and functions influence the nature and structure of work	Understanding how the needs and functions of society influence the nature and structure of work
Career Planning			
Understanding how to make decisions	Skills to make decisions	Skills to make decisions	Skills to make decisions
Awareness of the interrelationship of life roles	Knowledge of the inter-relationship of life roles	Understanding the inter-relationship of life roles	Understanding the impact of work on individual and family life
Awareness of different occupations and changing male/female roles	Knowledge of different occupations and changing male/female roles	Understanding the continuous changes in male/female roles	Understanding the continuing changes in male/female roles
Awareness of the career planning process	Understanding the process of career planning	Skills in career planning	Skills to make career transitions

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Elementary School Student Competencies and Indicators

The primary goal of career guidance in the elementary school is to introduce children to the tasks that are important for a productive and rewarding way of life. The program is concerned with the personal, educational, and career development aspects of the student. It is not intended to force children to make premature choices; rather, the program focuses on awareness of choices that will be available, ways to anticipate and plan for them, and their relationship to personal characteristics. Students need to know that they will have opportunities to make choices and the competence to do so. Students need to become aware of themselves, how they are changing, and how they can use school experiences to explore and prepare for the future.

If we believe that the information that is obtained first carries the most weight in ultimate decisions, then career guidance programs in elementary schools must focus attention on self-awareness, attitude development, decision making, and knowledge of the broad characteristics and expectations of work (Herr, 1979, 1982; Herr and Cramer, 1988). Emphasis is placed on learning skills and attitudes that will help each student become a responsible, productive member of society.

Elementary school students understand at a concrete level. They are developing an identity and a sense of self-worth and confidence. These students are learning to relate to peers and adults in addition to family members and to take responsibility for themselves and their possessions. It is crucial that leadership and experiences provide all children with opportunities to develop self-understanding and a sense of belonging and contribution in our complex and changing society.

The student competencies and indicators represent the basic skills and attitudes that children should acquire to deal effectively with daily life, to make the transition into the middle/junior high school, and to start developing an educational plan to ensure their academic growth and continuing career development.

The presentation of the competencies does not imply a sequential order for delivery but is an inclusive listing of important attitudes, skills and knowledge needed for healthy career development.

Competency I: Knowledge of the importance of a positive self-concept to career development.

The student will -

1. Verbalize both positive and negative feelings.
2. Describe positive characteristics about self as perceived by self and others.
3. Identify personal behaviors required for success in school and family situations and habits and behaviors that hinder progress.
4. Describe how one's behavior influences the feelings and actions of others.
5. Demonstrate a positive attitude about self.
6. Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.
7. Describe ways in which one can meet personal needs and goals through work.
8. Relate knowledge of self to a variety of occupations.

Competency II: Skills for interacting with others.

The student will -

1. Make positive statements about self and others.
2. Describe how all persons need to belong and to be accepted by others.
3. Identify how people are unique as individuals.
4. Demonstrate desirable skills for interacting with and relating to others.
5. Demonstrate skills in resolving conflicts with peers and adults.
6. Demonstrate tolerance and flexibility in group situations.
7. Identify sources and effects of peer pressure.
8. Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
9. Demonstrate respect and understanding of differences among people's cultures, lifestyles, attitudes and abilities.

Competency III: Awareness of the importance of emotional and physical development on career decision making.

The student will -

1. Describe emotional experiences.
2. Identify ways to express and deal with feelings.
3. Describe and discuss causes of stress and conflict.
4. Identify and select appropriate behaviors to specific emotional situations.
5. Demonstrate ways of dealing with reactions of others under stress and conflict.
6. Demonstrate healthful ways of coping with conflicts, stress and emotions.
7. Describe how health may affect or be affected by work and/or learning performance.
8. Demonstrate knowledge of good health habits.

Competency IV: Awareness of the importance of educational achievement to career opportunities.

The student will -

1. Describe ways that academic skills are used in the home and community and their importance in career development.
2. Identify personal strengths and weaknesses in academic areas.
3. Identify academic skills needed in several interest and career areas.
4. Describe relationships among ability, effort and achievement.
5. Implement a plan of action for improving academic skills.
6. Describe school tasks that are similar to skills essential for success in a career.
7. Describe how the amount of education needed for different careers varies.

Competency V: Awareness of the interrelationship of work and learning.

The student will -

1. Identify and discuss different types of work, both paid and unpaid.
2. Describe the importance of preparing for an occupation, including self-employment.
3. Acquire effective study and information-seeking habits.
4. Demonstrate an understanding of the importance of practice, effort and learning.
5. Describe how what is currently being learned relates to future career interests and aspirations.
6. Describe how one's role as a student is like that of an adult worker.

Competency VI: Skills for understanding and using career information.

The student will -

1. Describe work of family members, school personnel and community workers.
2. Identify occupations that can be classified according to people, things and ideas.
3. Identify work activities of interest to the student.
4. Describe the relationship of beliefs, attitudes, interests and abilities to careers.
5. Describe jobs that are present in the student community.
6. Demonstrate skills using school and community resources to learn about careers.
7. Identify different working conditions of jobs.
8. Describe ways in which self-employment differs from working for others.
9. Describe how parents, relatives, adult friends and neighbors can be sources of information about careers.

Competency VII: Awareness of the interrelationship of personal responsibility, good work habits and career opportunities.

The student will -

1. Describe the relationship of personal qualities (i.e., dependability, promptness, getting along with others, etc.) to getting and keeping a job.
2. Demonstrate positive ways of performing work activities that influence keeping a job and success.
3. Describe the importance of cooperation among workers to accomplishing a task.
4. Demonstrate ability to work with and get along with people who are different from oneself (e.g., race, age, sex, etc.).

Competency VIII: Awareness of how careers relate to needs and functions of society.

The student will -

1. Describe how careers can satisfy personal needs.
2. Describe the relationship between the needs of occupations and those of society.
3. Describe the contributions of major industries, products, and services available in the local community.
4. Describe ways in which work and working together can help to overcome social and economic problems.

Competency IX: Understanding of how to make decisions and choose alternatives related to tentative educational and career goals.

The student will -

1. Discuss choices that he/she makes.
2. Describe what one can learn from making mistakes.
3. Identify and assess problems that interfere with attaining one's goals.
4. Identify simple strategies used in solving problems.
5. Identify alternatives in decision-making situations.
6. Clarify personal beliefs and attitudes and how these affect decision making.

7. Describe how decisions affect self and others.
8. Describe how previous decisions, needs, interests, peers, gratifications and career information influence present and future decisions.
9. Use decision-making skills to set priorities, develop personal goals and determine preferences.

Competency X: Awareness of the interrelationship of life roles and careers.

The student will -

1. Describe the various roles an individual experiences (e.g., friend, student, worker, family member, etc.).
2. Describe work-related activities necessary in the home, community and school.
3. Describe the interdependence of the family unit in terms of working together and sharing responsibilities.
4. Describe how the stimulation and rewards from one's work role complement one's family role.
5. Describe the effect of persistent unemployment on the individual and the family.
6. Identify relationships between a person's career and the people with whom he or she associates.
7. Describe leisure activities pursued by family, self and friends.
8. Identify the value of leisure activities for enriching one's life style. Understand that leisure activities and interests may lead to a career and one's career may, in turn, affect the amount and use of leisure time.

Competency XI: Awareness of different occupations and changing male/female roles.

The student will -

1. Describe how work is important to women and men.
2. Describe how people are capable of performing many different types of work and that occupations are not inherently male or female.
3. Describe the changing life roles of men and women in work and family.
4. Describe how the contribution of individuals both inside and outside the home is important.

Competency XII: Awareness of the career planning process.

The student will -

1. Describe the importance of planning.
2. Describe skills needed in a variety of occupational groups.
3. Develop an individual career plan for the elementary school level.

Section II:
Sample Activities

The activities in this section are examples of what two school systems are using to integrate career development into the Standard Course of Study. Counselors and teachers may use these activities any way that is comfortable to their particular program and add activities of their own. They may use the ones that are above and below their grade level to accelerate or remediate students.

ACTIVITIES

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Career Development Activity

Subject Area: Guidance Grade Level: K
Title: I'm Special!

Career Development

Competency –.1. Knowledge of the importance of self-concept.
Indicator –4 Demonstrate a positive attitude about self.

From the Standard Course of Studies

Competency Goal /Outcome – Students will demonstrate a positive attitude toward self as a unique and worthy person by describing how she/he is alike as well as different from others.

Resources/Materials: Book- Leo the Late Bloomer by Leo Lionni.

Activity

- Introduce the book, Leo the Late Bloomer by Leo Lionni.
- Discuss the characteristics of the character, Leo, in the book. How was he different? How was he like the other book characters?
- Model/discuss ways people can be alike/different.
- Ask the students to brainstorm their own likeness and differences to others.
- Have students make a journal about their unique characteristics.

Extension

- Students can create and share with other students, their own story about differentness and sameness.

Closure: Children can publish their favorite classroom story.

Parent Involvement: Parents and children can read together and discuss the classroom story about differences.

Time Required: Story-30 minutes; creative project- up to 3 hours in time divided sections.

Career Development Activity

Subject Area: Healthful Living Grade Level: K
Title: Everyone is Special

Career Development

Competency –2. Skills to interact with others.
Indicator –1 Identify how people are unique.

From the Standard Course of Studies/ Objective

Competency Goal –Students will recognize and accept that each person is unique and special.

Resources/Materials: Book--Six Perfectly Different Pigs, by Adrienne Geoghegan and illustrated by Elisabeth Moseng.

Activity

- Discuss and explain what unique and special mean.
- Read book Six Perfectly Different Pigs.
- Discuss how the pigs are different.
- Explain although they are different, they are still special and unique.
- Cut and paste pictures from magazines to make a collage on how they are unique and different.
- Have students share their collage with the class.

Extension

- Have the children talk about their own unique qualities.

Closure: Teachers and students will talk about how different qualities are important in three different jobs: store clerk, TV personality, and fireman. (like people but not risk; like to be leaders; like people AND risk taking)

Parent Involvement: Parents and children can talk about things that are different and what is good about different.

Time Required: 20 minutes

Career Development Activity

Subject Area: Music Grade Level: K
Title: Rhythms of Life

Career Development

Competency – 6. Skills to understand and use career information.
Indicator –2 Identify occupations according to data, people, ideas, and things.

From the Standard Course of Studies

Competency Goal – 4. Skills in Music
Indicator – 4.5 Show an awareness of basic beat or pulse (rhythms).

Learner Outcome:

The student will demonstrate a "beat" or "rhythm" in a song.

Resources/Materials:

Something to "beat" on—book, drum, knees, etc.

Activity

- During an activity focused on rhythms, the teacher will explain how "beats" effect certain jobs, i.e. music band members use a "beat" so that they are all playing the same note at the same time; an Emergency Rescue Worker must be able to work with the "beat" of a heart to try to keep the heart working in some emergencies through the use of CPR (Cardiopulmonary resuscitation); a car mechanic listens for sounds that are "offbeat" in order to learn what needs fixed.
- Students will create a listing of the way beats are used in the work environment. A class could be subdivided or two classes could develop these lists in the spirit of competition.

Extension

- Students can look through their school to find things that "beat" or have "rhythm" and tell who would use the item, i.e. clock--students, teachers, other staff; copy machine (as it makes prints, especially of more than one)—teachers.

Closure--Questions to consider: Can you think of one thing that you like to do that has a "beat" or "rhythm" to it? What job could you do with that beat? Can you demonstrate that job? (dance, bounce a basketball)

Parent Involvement: Parents could help their child meet people who use "beats" in their work environment.

Time Required: 10-15 minutes

Career Development Activity

Subject Area: Health Grade Level: K, 1
Title: Who Am I?

Career Development

Competency –1. Knowledge of the importance of self concept.

Indicator –1. Describe characteristics about self as seen by self and others. (Self only).

From the Standard Course of Studies

Competency Goal – K- 1.Preparatory; 1st- 2. Stress Management

Indicator –. K- 1.2 Relating health, feelings, and behaviors; 1st- 2.2 Identifying behaviors controlled by self.

Learner Outcome:

The student will list his/her work behaviors and name the feelings they associate with those behaviors.

Resources/Materials:

Pictures of children doing different behaviors that can be discussion starters for the children.

Activity

- Students will describe and label different work type behaviors that they do. Teacher can initiate the discussion by showing cards with pictures of children doing work behaviors, i.e. emptying trash, making beds, setting a table, getting dressed, doing homework; and as the children identify their own similar behaviors they will also define the feelings they associate with those work behaviors.

Extension

- Students can create their own pictures of themselves doing a work behavior that they enjoy.

Closure: Name a work behavior that someone in your home does. How do you think that person feels about that behavior.

Parent Involvement: Parents can take their child into their "at work" environment and demonstrate some of their work behaviors. Children can tell other students about this event in Magic Circle time.

Time Required: 1 class period.

K-1 SSS1
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Career Development Activity

Subject Area: Social Studies Grade Level: K-1st
Title: What do people do?

Career Development

Competency –5. Awareness of the relationship between work and learning.
6. Skills to understand and use career information.
Indicator –5.1. Identify different types of work, both paid and unpaid.
6.1 Describe work of family members, school personnel, and community workers.

From the Standard Course of Studies

Competency Goal –2. The learner will infer that individuals and families are alike and different.

Learner Outcome:

The student will be able to explain the meaning of work.

Resources/Materials

Community members, neighbors and family members interviews; pictures of different things that people do as work or as volunteers. (Look for scouting, YCMA, hospital pictures for pictures of volunteers.) Parents may be willing to assist in the compiling of pictures to use.

Activity

- Students will describe what the people in the pictures are doing.
- Students will establish whether or not the activity is "work".
- Students will list reasons for their choice.
- Students will list work that people do at home, i.e. wash dishes, laundry, fix cars, mow lawn, and analyze if that is "work" or not and why it is or is not "work".

Extension

- Students will list types of work they see people doing at home, in the school and in the community.

Closure: At other times in the school year, when students are watching television news and shows, they can be randomly asked if what they see the person doing is "work" or is "not work".

Parent Involvement: Parents can work with the children to help compile pictures of work activities

Time Required: 1-4 class periods.

Career Development Activity

Subject Area: Healthful Living Grade Level: K/1
Title: Sharing

Career Development

Competency –10. Awareness of the interrelationship of life roles.
Indicator –3. Describe how family members depend on one another, work together and share responsibilities.

From the Standard Course of Studies

Competency Goal – 4. Relationships
Indicator –4.3 Sharing objects and time.

Learner Outcome:

Students will be able to describe why sharing is important.
Students will be able to describe different feelings involved with sharing.

Resources/Materials

Rainbow Fish is a great book about sharing. Author is Marcus Pfister.

Activity

- Students will describe the idea of sharing during sharing time.
- Students will each name one item they have that is VERY special to them. Teacher will "board" the answers.
- Students will explain why they might be willing to share this special item with someone else.
- Students will describe the feelings they would have when they share this item, if it is damaged or not returned, and how they feel when it is returned into their possession.

Extension

- Students could draw a picture of their VERY special item and put them up around the room.

Closure: Tell about a time when someone shared something with you.

Parent Involvement: Parents and children can describe ways in which they help each other "share" the workload. Children could describe this experience to the class in Sharing time.

Time Required: 1 class period.

Career Development Activity

Subject Area: Language Arts Grade Level: K-2
Title: Star Student

Career Development

Competency –.1. Knowledge of the importance of self-concept.

Indicator –1 Describe positive characteristics about self as seen by self and others.

From the Standard Course of Studies/ Outcome

Competency Goal –1. The learner will use strategies and processes that enhance control of communication skills development.

Indicator—1.3 Students will apply response strategies to comprehend or convey experiences and information.

Resources/Materials: Good Character Qualities Posters defining the traits, large paper and easel for the story.

Activity

- The star student is chosen daily according to good character qualities. The gender of the student is altered every other day for fairness.
- As a class we snap and clap the star student's name at the beginning of the activity.
- Then the teacher calls on students to ask the star student questions about themselves. The star student is expected to respond to the questions portraying a positive self-concept.
- The teacher or students will summarize the information into a story.
- The story is displayed in the classroom.
- The star student may take their story home after it has been displayed in the room.

Extension

- The teacher and class can discuss the character traits and jointly choose one that everyone will work on for the next week. At the end of the following week, students can create a picture that depicts the feelings they had that week concerning the character trait.

Closure: The teacher can ask the star student to tell what part of their story is the most important and why they feel that way.

Parent Involvement: Parents can be informed about the character traits and the nature of them. Parents can then help a child, all the family children or all the family to focus on one character each week (possibly related to the extension work) and perhaps keep a record of successes.

Time Required: 20 minutes.

Career Development Activity

Subject Area: Social Studies Grade Level: K-1-2
Title: Self-Concept Identification

Career Development

Competency –1. Knowledge of the importance of self-concept.
Indicator –3. Demonstrate a positive attitude about self.

From the Standard Course of Studies

Competency Goal – (Grades 1,2,3 are similar.) 2. The learner will infer that individuals and families are alike and different.

Learner Outcome:

Students will express good feelings about themselves, family, and express a sense of belonging and closeness to family and each other.

Resources/Materials

Pictures, scissors, paste or tape, construction paper.

Activity

- Student will be asked to make a wall mural of special events in their lives from birth up until the present time. This mural may include pictures they draw or bring in of family/ family members; special events like birthdays, athletic events, birth of siblings, family doing different jobs (fixing car); fabrics that mean something (the old blankie piece); a recipe for cookies the student loves, etc. The students would then have a "collage" of all their lives.

Extension

- Students might want to make a drawing that shows their family tree. Discussion would need to include what a family tree is and why it might be interesting. (Who is related to whom? Grandma had 14 children.)

Closure: Students are asked to examine the mural to find ways that they are like each other and ways in which they are different from each other.

Parent Involvement: Parents and children could, together, plan an activity based on some of their happiest memories.

Time Required: One class period.

Career Development Activity

Subject Area: Social Studies Grade Level: K-2nd
Title: Who Are You?

Career Development

Competency –.2. Skills to interact with others.

Indicator –7. Demonstrate awareness of different cultures, lifestyles, attitudes and abilities.

From the Standard Course of Studies

Competency Goal –The learner will infer that individuals, families, and institutions in neighborhoods and communities are and have been alike and different.

Learner Outcome:

The student will be able to describe types of different cultures and lifestyles.

Resources/Materials:

Books and other materials that may be accessed from local libraries and school media facilities that describe different cultures.

Activity

- Students will read and study about different cultures in small groups.
- Students will list similarities and differences in different cultures including a focus on lifestyles.
- Students will present a report to the class concerning their findings.

Extension

- If possible, members from different cultures could come in to work with or talk to the small group investigating that member's culture.

Closure: Students will determine as a group what they found out that surprised them the most.

Parent Involvement: Parents can assist their child with the discovery and experience of the family culture.

Time Required: 2-3 weeks reading and investigating, 1 week giving reports.

Career Development Activity

Subject Area: Heathful Living Grade Level: K-2
Title: Feeling Face Pumpkins

Career Development

Competency- 3. Awareness of the importance of growth and change.
Indicator – 2 Identify ways to express feelings.

From the Standard Course of Studies (Healthful Living)

Competency Goal - (Grd. K, 1, 2, 3) 2. Stress Management;
Indicator – (K) 2.2 Verbalizing Feelings, (Grd.1) 2.1 Differentiating between healthful and unhealthful methods of expressing feelings; (Grd.2) 2.1 Sharing thoughts & feelings; (Grd.3) 2.1 Monitoring own feelings.

Learner Outcome: Students will express their feelings as related to an experience.

Resources/Materials

4 Pumpkins, with feeling faces on them created with stickers or markers.
Music tape or CD player for music.

Activity

- Label four little (real) pumpkins with feeling faces.
- Pass them around with a music background.
- When the music stops, the child who gets the pumpkin will share something they have experienced that made them feel the same as the feeling expressed on the face of the pumpkin they get. (Happy, Sad, Mad, Afraid.)

Extension: Design with the students' phrases they can think of or pictures they can envision that can help them decrease a sad or mad mood.

Parent Involvement: Children could make (or take home) feeling pumpkin pictures that they can share with their parents. Pictures can be cut out and put on the refrigerator according to how the child or parent felt that day.

Time Required: Minimum - 30 minutes for 25 children.

Career Development Activity

Subject Area: Healthy Living Grade Level: K-2
Title: "I Feel" Messages

Career Development

Competence - 3. Awareness of the importance of growth and Change.
Indicator - 1. Identify personal feelings.
2. Identify ways to express feelings.

From the Standard Course of Studies:

Competency Goal - (Grd. K, 1, 2, 3) 2. Stress Management;
Indicator – (K) 2.5 Accepting & carrying out personal responsibilities, (Grd.1) 2.1 Differentiating between healthful and unhealthful methods of expressing feelings; (Grd.2) 2.1 Sharing thoughts & feelings; (Grd.3) 2.1 Monitoring own feelings.

Learner Outcome: Students can identify and verbally share their feelings in a socially acceptable way.

Resources/Materials:

A poster board for listing feelings.
Different situation strips for each child.
For follow-up: Feelings Wheel. Create a wheel with pictures of feelings and a movable arrow to point to those feelings. Under the feeling wheel have the statement, "I feel _____ when _____." Students can use this wheel as needed or in daily circle.

Activity:

- Instructor will say, "All feelings are normal. There are good and not so good ways of talking about them."
- Students and teacher will brainstorm the name of many different kinds of feelings. These feelings will be listed on the poster.
- Teach the "I feel" message.
- Give each child a situation written on a strip of paper. Have the students think of how they would feel in that situation and write an "I feel" message.
- They will then share their "I feel" message in the group.

Extension:

- Students can use their "I feel" messages to express feelings concerning different types of work that they do, i.e. emptying trash, walking the dog, doing homework, helping a parent. It would be nice to further discuss the reasons that support those feelings, i.e. I feel good about emptying the trash because it helps Mom around the house.

Closure:

What things do you do that help you feel good? What kinds of jobs do you see other adults doing that you think they feel good about doing? Why do you think the adults feel good about those jobs?

Parent Involvement: Parents can be encouraged to share their feelings about different parts of the jobs they do and to describe reasons for those feelings.

Time Required: 30 minutes

Career Development Activity

Subject Area: Social Studies Grade Level: K-2
Title: School work in our everyday lives.

Career Development

Competency –4. Awareness of the benefits of educational achievement.
Indicator –2 Describe how academic skills can be used in the home and community.

From the Standard Course of Studies

Competency Goal – 9. The learner will apply basic economic concepts to (K--individuals and families) (1—home and school) (2—different neighborhoods) (3--#10-to communities studied).

Learner Outcome:

The student will describe ways he/she can use reading and math in jobs around the house.

Resources/Materials

Possible—TV videos of children's news reports; letters home to parents concerning the activity;

Activity

- Children will predict in their classroom ways that they might see reading and math done at home.
- Children and their parents will be asked to list 3 ways that the parent uses reading and math in the running of their home. If there are families in the classroom where illiteracy is suspected, partner children up in pairs in the classroom and ask them to create a list from things that they have seen on TV or at home.
- Children report back to the class in sharing time places where they found reading or math being used at home.
- Alternatively—have children watch a (taped?) children's news program and analyze what everyday classes are found in the program's stories.

Extension

- If a lesson is planned for Community Helpers, add to the discussion of each helper questions about ways in which they might use reading, math, computer, social studies or science knowledge.

Closure: What should you (the student) do, if, someday the job you want to do is partly a school skill that you enjoy and do well and another part of it is something you don't do well?

Parent Involvement: Parents talk with their children about coping with times when they are asked to perform a job skill that they can't do or don't do well. In a practical direction, parent and child can decide on one thing that they both want to learn and work on learning that together.

Time Required: 1-3 Class periods.

Career Development Activity

Subject Area: Language Arts Grade Level: K-2
Title: Good Toys/Bad Toys
Career Development

Competency –9. Understanding how to make decisions.
Indicator –2. Describe what can be learned from making mistakes.

From the Standard Course of Studies

Competency Goal – 2.The learner will use language for the acquisition, interpretation, and application of information.
Indicator—The learner will identify, collect, or select information and ideas.

Learner Outcome: The students will identify items acquired as a successful decision or mistaken decision. Students will reason out why the decision was made in the first place.

Resources/Materials: Students will be asked to bring in a picture they drew or photo or the items themselves of a plaything of theirs that they wanted a lot. One item should be one that broke quickly or was used up quickly and the other item should be at least 6 months old and still enjoyed by the student.

Activity

- Students will rate their desire to acquire the particular items that they bring to school as a good decision or a bad decision.
- Students will reason out and create a class list of what caused them to want the item.
- Students will describe what they learned from their experience with the useless item.

Extension

- Students can bring to class a list of things that they saw in television ads and discuss whether or not the ad description led them to believe things about the items that may not be true.

Closure: Students can create a class list of what makes a plaything successful as a playtoy.

Parent Involvement: Parents can work with their child as the child develops the list of items seen in the television ads. Parents will add the reality to the picture to help their child understand what may or may not be real or a hidden message in the ad.

Time Required: For 25 children, this would probably take at least 2 class periods.

Career Development Activity

Subject Area: Social Studies Grade Level: K-2
Title: Religions and Traditions

Career Development

Competency –.9. Understanding how to make decisions.
Indicator –6.Describe how personal beliefs and attitudes effect decision-making.

From the Standard Course of Studies

Competency Goal – 7. The learner will elaborate on religions and other cultural traditions in the community.

Learner Outcome: The students will describe and analyze three holidays found around the world for some aspect of the celebration and it's relation to the popular religion of the region.

Resources/Materials: Materials and information gathered about three religions or countries of the teacher's choosing. A chart/board for listing characteristics of each country and it's chosen holiday.

Activity

- Students will examine materials and information gathered about each of three countries.
- Students will list characteristics of each country including holidays.
- Students will choose one particular holiday for each country and list characteristics about that holiday.
- Students will learn about the different religious views commonly held in those countries.
- Students will learn about how those different views affect the way the holiday is celebrated in that country.

Extension

- Students will examine the forms of government followed in those chosen countries and list the jobs that would be held in those governments.
- Students will relate those government jobs as very different or very similar to jobs held in the government in the United States of America.

Closure: Students and teacher will determine how jobs and religions mesh in our democratic country.

Parent Involvement: Parents and children can discuss the impact of the family's religious views on the work they do around the house, the school attendance policy and the employment of the parents.

Time Required: 3-5 class periods.

Career Development Activity

Subject Area: Language Arts Grade Level: K- 2
Title: People Connections

Career Development

Competency –10. Awareness of the interrelationship of life roles.
Indicator –1 Describe the various roles an individual may have.

From the Standard Course of Studies

Competency Goal - #2 The learner will use language for the acquisition, interpretation and application of information.
Indicator – 2. The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations.

Learner Outcome: Students will be able to comment on an adult the student knows and describe a role that the adult plays in the world at large.

Resources/Materials

Letters home to families to explain what the class is doing; paper, pencils, crayons (may wish to add collage materials for textures, etc.).

Activity

- Students will be introduced to the idea of life roles by the teachers.
- Students will draw a map of some of the homes in their neighborhood. They will be creating a map of people connections.
- For at least 3 homes the student drew, have them draw the people living in that home.
- Students will label each person with the roles they play in life. (A sample is included.)

Extension

- Students will consider what their current life roles are, i.e. student, son/daughter, pet care person, friend, grandchild, neighbor.

Closure: What are some of the other roles we see adults doing? (helper, political involvement, good citizen, good neighbor, religious leader)

Parent Involvement: Parents can help the child add to the map of connections of people and their various roles.

Time Required: 3-5 class periods.

My Neighborhood Map

1) Neighbor: (Harris) mother
friend
research scientist
planner

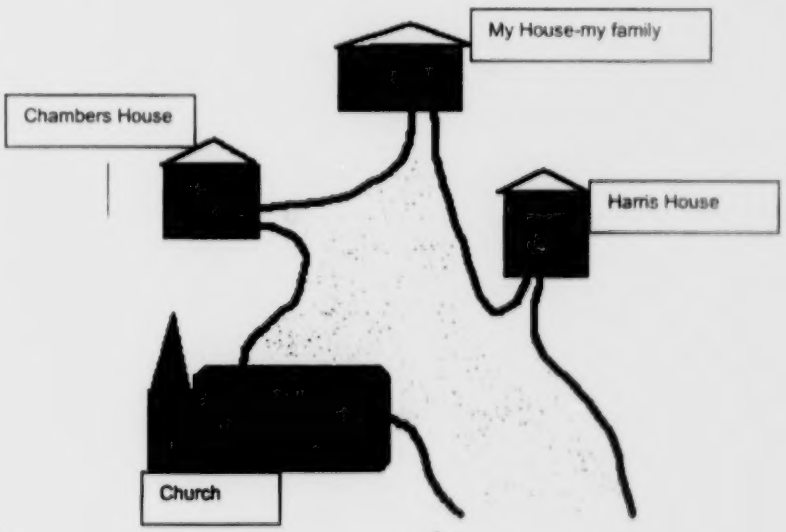
2) Neighbor: (Chambers)

wife	husband
teacher	carpenter
mother	father
laundry person	yard worker
cook	political activist

3) Church: minister-- friend, organizer, writer, consoler, speaker
choir director—friend, organizer, musician, car mechanic, number cruncher (accountant)

4) Family:

mother	father	oldest child	youngest child
cook	yard man	baby sitter	entertainer
teacher	laundryman	student	pet feeder
secretary	car fixer	beautician	socialite
chauffeur	doctor	fashion model	consoler



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Career Development Activity

Subject Area: Music Grade Level: K-2
Title: Boys and Girls Do This....

Career Development

Competency –11. Awareness of different occupations and changing male/female roles..

Indicator –2. Describe the changing life roles of men and women in fork and family.

From the Standard Course of Studies

Competency Goal – 3. Development of creative capabilities.

Indicator—6. Develop and /or improvise melodic expressions for songs (skills).

Learner Outcome: The students will create a song listing jobs that boys and girls can do.

Resources/Materials: Children's Occupational Dictionary. Piano or Keyboard.

Activity

- Children will begin this activity by working in small groups.
- Each group will list jobs around the house and in the community that girls can do **OR** boys can do. (It is recommended that each group work with only one gender list—this may serve to stimulate "yes, girls/boys can too" responses.)
- Each group comes together and the class generates a class list from the group lists.
- The class chooses several jobs and puts that list to music. (Teacher's choice may be to rework known music or create music from scratch.)

Extension

- Each child can work on creating his or her own "second" verse to the song.

Closure: Students will work through their lists to come up with three lists: boy jobs, girl jobs and anyone jobs. These are how the jobs should be referred to in the song.

Parent Involvement: Parents encourage or work with their child to create a song for them to sing when they do a special job around the house, i.e. carrying out trash, setting the table.

Time Required: 3-5 class periods.

Career Development Activity

Subject Area: Language Arts Grade Level: 1-2
Title: I Found Me!

Career Development

Competency –3. Awareness of the importance of growth and change.
Indicator –1. Identify personal feelings.
2. Identify ways to express feelings.

From the Standard Course of Studies

Competency Goal –4. The learner will use language for aesthetic and personal response.

Indicator—1. The learner will respond to personal situations and events in selections and to personal situations and events.

Resources/Materials: Book--It's Not Easy Being a Bunny.by M Sadler, or similar story.

Activity

- Read the book It's Not Easy Being a Bunny.
- Discuss with the children how the bunny felt before he left home. Progress through the story.
- Discuss the different emotions and feelings he encountered with each new animal, and the feelings expressed as he shed each life style. Eventually returning to the only true choice of being a bunny.
- Have students model different scenarios of expressing likes and dislikes appropriate and inappropriate outcomes.

Extension

- Children create a plan for how they will spend their day, also setting goals to accomplish within a week. The teacher may need to demonstrate how she/he plans the day to be an effective teacher.

- **Closure:** Incorporate career development by showing children without a plan and preparation (studying, etc.,) a person could jump from job to job never really settling down in a productive career.

Parent Involvement: Parents can talk with children about what it might be like to live in different areas.

Time Required: 30-45 minutes.

Career Development Activity

Subject Area: Social Studies Grade Level: 1-2nd
Title: The person who....

Career Development

Competency –5 Awareness of the relationship between work and learning.
Indicator –2. Describe the importance of preparing for occupations.

From the Standard Course of Studies

Competency Goal –4. The learner will apply understandings of authority, responsibility and justice in a democratic society.

Learner Outcome:

The student will be able to formulate ideas concerning what might happen to someone who didn't learn the skills to work.

Resources/Materials:

Pictures, people doing things.

Activity

- Students will describe several different jobs that people do, i.e. building a house, being a lawyer, and will list some of the skills needed to do that job. *(builder- measurement, reading directions to put things together, planning so that things get done in the right order; lawyer- reading the law, writing out things people need like wills or deeds, math to know if the client paid them).*
- Students will account for the relationship of those skills they listed to the school work that they are doing now.
- Students will describe how a house would look if built by someone who couldn't measure, & what would happen if a paper was written by a lawyer who didn't know the law.
- Students will determine if they want a builder to build their house if the builder couldn't measure or if they would want a lawyer if he couldn't read the existing law.

Extension

- Students can draw a picture of a house built by a builder who couldn't measure.

Closure: Students can tell about one thing that they have learned that they will use as a grown-up.

Parent Involvement: Parents and students can discuss what the parent learned as a young school student that they use in the job they do. Parents might also want to talk about some especially good memories from their days in school.

Time Required: 1-2 class periods.

Career Development Activity

Subject Area: Character Education Grade Level: 1/2
Title: Jobs for Students

Career Development

Competency – 7. Awareness of the importance of personal responsibility and good work habits.

Indicator – 1. Describe the importance of personal qualities (e.g. dependability, promptness) to getting and keeping a job.

From the Standard Course of Studies

Competency Goal – Communication Skills 1: The learner will use strategies and processes that enhance control of communication skills development.

Indicator –1.2 The learner will apply engagement strategies to comprehend or convey experiences and information.

Learner Outcome:

The learner will have the experience of fulfilling the responsibilities of a job and of being dependable and responsible.

Resources/Materials

Parent cooperation, time, charts to serve as reminders for the children.

Activity

- Letters should be sent home to parents discussing the coming work plan activity.
- Students will list (as a class) the kinds of jobs that are needed around their home and similar jobs that are done in their school room, i.e. pick up trash, wash dirty things, put things away, feed people, feed pets.
- Students will predict about how these jobs help people.
- Students will each choose 1 job, done either at home or at school, to do everyday for one week.
- Students will summarize to the class what they liked about doing the job, what was hard about doing the job and what the student thinks he/she could learn to make it easier.

Extension

- As students implement this plan, other ways in which students can participate in life experiences will be created. These job opportunities, or skill development areas, should be discussed in a magic circle format each week (Friday after lunch?).

Closure--Questions to consider: What skills do I have at present? What skills would I like to develop next? How will I plan to learn that skill or those skills?

Parent Extension: The more involved parents are in this activity, the better the activity will work out for the children. A parent meeting to discuss jobs children can do at home as well as methods of working out the difficulties ("I don't want to do it today....") will support the success of this activity.

Time Required: Substantial at the beginning, less as time goes on and the kinks are worked out.

Career Development Activity

Subject Area: Math Grade Level: 2
Title: Getting to Know You

Career Development

Competency –.2 Skills to interact with others.
Indicator –1 Identify how people are unique.

From the Standard Course of Studies

Competency Goal –Students will demonstrate an understanding of data collection, sorting, organizing and displaying information.

Resources/Materials: Chart paper, pencils

Activity

- Explain to students what archaeologists do (how they collect data, and chart information).
- Establish teams.
- Decide on information you would like to gather.
- Instruct students to gather information about each other.
- Each team will interview another team to collect data.
- Each team will organize their data and put on chart/graph.
- Evaluate and interpret graphs.

Extension

- Students can bring to school the list that they generated with their parents and add them to or create a wall of jobs.

Closure: Part of the evaluation of the graphs at the end of the activity should center on similarities and differences that the students found in their data gathering.

Parent Involvement: Parents and students can develop a list and research careers that use data gathering as a part of their job.

Time Required: 2-3 classperiods

Career Development Activity

Subject Area: Music Grade Level: 2
Title: Composing Buddies

Career Development

Competency –2. Skills to interact with others.
Indicator –2 Demonstrate effective skills for interacting with others.

From the Standard Course of Studies

Competency Goal –Students will show tolerance of others' musical efforts (toward others).

Resources/Materials: Many different styles and ethnic backgrounds of music.

Activity

- Students will listen to different kinds of music. Place 3-4 students per group according to preference.
- Discuss why they enjoy a particular kind of music.

Extension

- Students will research the different musical instruments and discover who in the music community creates the instruments.

Closure: Students will create a list of the different ways that cultures use music, (relaxation, healing, communication, entertainment).

Parent Involvement: Parents and students discuss how they use music in their lives and what jobs might be associated with that music in their lives.

Time Required: 30-60 minutes

Career Development Activity

Subject Area: Music Grade Level: 1 & 2
Title: Teamwork

Career Development

Competency – 2. Skills to interact with others.
Indicator – 2. Demonstrate effective skills for interacting with others.

From the Standard Course of Studies

Competency Goal - 2 Concepts of Music
Indicator – 2.22 Be aware of the effect of combining instruments and /or voices to achieve varied tone colors.

Learner Outcome:

The student will demonstrate that working together can create harmony.

Resources/Materials

Varied Music instruments—cymbals, bells, tambourine, castanets, etc.

Activity

- Students are given their choice of an instrument from an assortment in the room.
- Students are told to use their instrument to make a sound all together. (Teacher could tape record this racket.)
- Students are divided into smaller groups and given rhythms to play with their instruments. At the signal from the music teacher, each group is directed to play their instrument thereby producing, if not music, something less than a racket. (Teacher could tape record this session also.)
- Whether or not the teacher taped the sessions, he/she could compare with the students the difference between the "racket" and the easier listening session.

Extension

- Students could be asked to locate a piece of music where 1) different instruments are playing together and sound good and/or 2) a piece of music that just sounds like a "racket".

Closure: Students determine what caused the change in the sound of the music.

Parent Involvement: Locating a piece of music as described in the Extension activity could be a fun effort for the parent and child to do together while also giving the child a sense of music that has been or is important to the parent.

Time Required: 1-2 class periods.

Career Development Activity

Subject Area: Social Studies Grade Level: 2
Title: Where are the oceans?

Career Development

Competency –5. Awareness of the relationship between work and learning.
Indicator –3. Demonstrate effective study and information seeking habits.

From the Standard Course of Studies

Competency Goal – 8. The learner will apply basic geographic concepts and terminology.

Learner Outcome:

The student will be able to identify the Earth's oceans.

The student will be able to explain how he/she discovered where the oceans were on the Earth.

Resources/Materials:

Globe; internet connection to the Global Schoolhouse (http://www.gsn.org/index.html); Encyclopedia; geography books.

Activity

- Students will be given an assignment to identify the oceans of the Earth.
- Students will explore ways to find the information (use a desert as the teaching focus) on the internet, in an encyclopedia and then on the globe.
- Students will then learn how they can learn the list of oceans (again using deserts as samples).
  This example work should be done in class, perhaps even in small groups.
- The actual finding of the oceans should be done at home or in small groups in extra class time.

Extension

- Students can identify jobs that require an awareness of geography in general or certain areas in particular.

Closure: Ask students what areas of the earth they would like to explore and what questions they would seek answers to in those areas.

Parent Involvement: Parents and children can make a map (draw, salt relief) of places that the parent or child or all family members have visited. Parents can discuss jobs they saw people doing at that/ those places that are not readily seen in their current environment.

Time Required: 1 week.

Career Development Activity

Subject Area: Social Studies Grade Level: 2
Title: Our Community Helpers

Career Development

Competency –6.Skills to understand and use career information.

Indicator –1. Describe work of family members, school personnel, and community workers.

From the Standard Course of Studies

Competency Goal –3. The learner will analyze multiple roles in families, work places, neighborhoods, and communities.

Resources/Materials: poster board, scissors, crayons

Activity

- Each student will construct a family member, school personnel, or community worker on a ½ piece of poster board. The face will be cut out.
- When students finish constructing their community helper, the teacher takes them up.
- Student volunteers come up individually. Each volunteer must close his or her eyes while one of the posters is fit onto their face.
- Students in the classroom must give the student 3 hints and the volunteer must guess which community helper they are.

Extension

- This could be turned around into a charades game where different roles are acted out and the other class members guess what role the student actor is demonstrating. (Mother, father, worker, cook, teacher, etc.)

Closure: Students share the kinds of roles they see their parents carrying out at home.

Parent Involvement: Parents work with the children to list the kinds of roles that happen in their household. (Note- parents may be unfamiliar with the idea of "roles" and the assignment/letter home should clarify "roles" for them as well as to include some examples.)

Time Required: 30-45 minutes.

Career Development Activity

Subject Area: Healthy Living Grade Level: 3
Title: Bum, Bum, Bum, Here I Come!

Career Development

Competency –1. Knowledge of the importance of self-concept.
Indicator –5 Identify personal interests, abilities, strengths, and weaknesses.

From the Standard Course of Studies /Outcome

Competency Goal –9. Game and Sport Skills
Indicator—9.5 Developing social behavior skills for participation in games and sports.

Activity

- Play a version of Bum, Bum, Bum. The class can be divided in to teams, or small groups.
- Get a child to pantomime a skill that is a strength. (Example: swimming, reading, racing, etc.) The other team, or class, tries to guess what the "actor" is doing. Also a child can pantomime a weakness. (Example: jumping rope, speaking in front of a group, math).
- Have the class sing "Bum, Bum, Bum, Here ___*_____comes." The child acts out his strength or weakness. The children take turns guessing the activity and decide if it is a strength or a weakness.

  * Insert a child's name.

Extension

- Children and teacher evaluate feelings related to strengths and weaknesses. Further discussion could center around building strengths and when are weaknesses really strengths?

Closure: Teachers could ask students to choose an area which they wish to build, and to decide how it would be built (strengthened).

Parent Involvement: Children and Parents could enjoy playing this game together.

Time Required: 20-30 minutes.

Career Development Activity

Subject Area: Social Studies Grade Level: 3
Title: Job Choices

Career Development

Competency – 5. Awareness of the relationship between work and learning.
Indicator – 2. Describe the importance of preparing for occupations.
5.Describe how current learning relates to adult work.

From the Standard Course of Studies

Competency Goal – 3. The learner will analyze the multiple roles that individuals perform in families, workplaces, and communities.

Learner Outcome: Students will identify different clusters of jobs.

Resources/Materials

Video- "Pathways" from SOICC.

Activity

- Show video, "Pathways" which explores different career clusters.
- Students choose a career and dress as that career and write a paragraph about why they would fit in this job—the paragraph should be shared with the class.

Extension

- Students interview someone is working in the career they chose so as to increase their knowledge about that field.

Closure: Sharing the paragraph with the class.

Parent Involvement: Parents can assist their children in choosing and dressing for a particular career. Parents may be able to help their child talk with someone in that career field.

Time Required: 2 class periods.

Career Development Activity

Subject Area: Social Studies Grade Level: 3
Title: Pen Pal Cards

Career Development

Competency –7. Awareness of the importance of personal responsibility and good work habits.

Indicator –3. Describe the importance of cooperation among workers to accomplish a task.

From the Standard Course of Studies

Competency Goal –10. The learner will apply basic economic concepts to communities studied.

Resources/Materials: construction paper, crayons, scissors, glue, pens/pencils.

Activity

- Begin with the discussion:
  Some factories use division of labor (assembly line) to manufacture products. The car industry is an example. Each worker assembles a different piece to the product and the product is passed on. When the product is finished, someone inspects it for accuracy.
- Divide class into 2 or 3 groups. (Each group will do the same thing.)
- Assign each person a different task in making a pen pal card:
  1. Fold construction paper in half.
  2. Color 4 daisy flowers yellow
  3. Color 4 stems green
  4. Cut out flowers
  5. Glue flowers on inside of card
  6. Write a message on inside of card, example: Happy Spring.
  7. Sign card, example: your pen pal
  8. On back of card write "Made in USA".
- The inspector inspects all cards and returns "faulty" ones to the group to be corrected or remade.
- Send cards to pen pals.

Extension

- Create a list of other things that can be done by the assembly line method.

Closure: What would be pros and cons of working on an assembling line? What would be the pros and cons of buying something created on an assembly line?

Parent Involvement: Parents could list with their children things in their home that were probably created by assembly line method.

Time Required: 1-1 ½ hours. May be split up or done in independent work time.

Career Development Activity

Subject Area: Social Studies Grade Level: 3
Title: Runners Up! (Student Council Elections)

Career Development

Competency –7. Awareness of the importance of personal responsibility and good work habits.

Indicator –1. Describe the importance of personal qualities (e.g. dependability, promptness, getting along with others) to getting and keeping jobs.

From the Standard Course of Studies

Competency Goal –4. The learner will apply concepts of authority, responsibility, and justice in a democratic society.

Resources/Materials: poster board or large chart paper.

Activity

- Discuss with class the role of the government in the community's life (what decisions they make, purpose, etc.).
- Once class has an understanding of governmental role in society, explain the role of student council within the school.
- Compare the roles of government and student council.
- What would make a good representative in our government? (Set standards, qualities they must have…)
- What qualities would make a good student council representative? (Create a list in the board or paper to reinforce those ideas.)
- Have class nominate members for positions who meet the standards set above.
- Hold an election after giving students a chance to campaign.

Extension

- Have students write a paragraph evaluating their personal response to the campaigns for the offices. In class group, discuss campaign techniques and results. Did people promise things in their campaigns that they can't deliver? Does this ever happen in adults' elections?

Closure: Create a definition for and characteristics of good community ethics and poor community ethics. Students evaluation of a characteristic should be encouraged to include comments concerning whether they want someone living by that creed making the rules they will live by.

Parent Involvement: Have children and parents create a list to share with the class of ethics concerns that the parent/s have toward anyone running for public office.

Time Required: 3 weeks time span. 2 class periods initially, probably 2-3 after the elections.

Career Development Activity

Subject Area: Health Grade Level: 3
Title: Food Camp

Career Development

Competency –9. Understanding how to make decisions.
Indicator –1. Describe how choices are made.

From the Standard Course of Studies

Competency Goal –5. Nutrition/Weight Management
Indicator—4. Choosing balanced meals away from home.

Resources/Materials: Informational pamphlets about the four food groups. Paper, pencils, crayons, glue, scissors, magazines. Paper plates.

Activity

- Have students study the four food groups.
- Divdide students into 4 teams.
- Have students plan balanced meals for one week in camp. (Each student will make 3 balanced meals –breakfast, lunch, dinner. Pictures should be placed on paper plates.)
- Have a sharing time when everyone is finished.
- Make a display of 21 meals representing the 7 days of camp. (Each meal should be different and show a balanced variety of foods.)

Extension

- Invite the school cooks in to demonstrate to the students how they plan the meals they serve the students for lunch.

Closure: List some jobs that would require this procedure (of planning healthy foods) as a regular part of the job. (Hospital dietician, camp cook, school cook, parent-cooks)

Parent Involvement: Parent and student work to plan a meal or meals that will please everyone in the household and would also be well-balanced.

Time Required: 1-2 class periods.

Career Development Activity

Subject Area: Social Studies Grade Level: 3
Title: The Many Faces of Me

Career Development

Competency –10. Awareness of the interrelationship of life roles.

Indicator –1. Describe the various roles an individual may have (e.g. friend, student, worker, family member).

From the Standard Course of Studies

Competency Goal –3. The learner will analyze the multiple roles that individuals perform in families, workplaces, and communities.

Resources/Materials: Worksheets

Activity

- Have each child describe themselves in 10 different ways. Examples:
  1. Mary Kate Jones is the daughter of Fred and Ethel Jones.
  2. Mary Kate Jones is the sister to Ricky Jones.
  3. Mary Kate Jones is the student of Mrs. Comer.
  4. _____ is the neighbor of _____.
  5. _____ is the cousin of _____.
  6. _____ is the friend of _____.
  7. _____ is the owner of _____.
  8. _____ is the cleaner of _____.
  9. _____ is the member of ____.
  10. _____ is the player on _____. Other key words are: granddaughter/son of, consumer of, buyer of, visitor of, listener of, helper of, worker of, student at, church member of, swimmer at, lives in the community of, patient of....

Extension

- Have students match themselves with another student who has 3 or more of the same descriptors. Who found the most matches?

Closure: Students list descriptors that may apply to them some day: mother, father, driver, teacher, business person, etc.

Parent Involvement: Parent does the same match list that the child has done. The two compare their results. Where have they overlapped? What descriptor matches one and not the other? Is that a function of age?/development?

Time Required: 45 minutes.

Career Development Activity

Subject Area: Science Grade Level: 3
Title: Natural Resource

Career Development
Competency –12. Awareness of the career planning process.
Indicator –1. Describe importance of planning.

From the Standard Course of Studies
Competency Goal –2. Process Skills
Indicator—9. Interpret data

Learner Outcome: Students will identify ways to make wise use of natural resources.

Resources/Materials: The local Agricultural Extension Agency should be able to provide information and possibly videos relevant to this lesson.

Activity
- Have students identify natural resources.
- Have students brainstorm in small groups ways natural resources are used today.
- Have students suggest ways to protect, save, reuse natural resources.
- Have students draw, label and illustrate ways to protect natural resources and environment. These ideas will be displayed in booklet form.
- Students can also do projects and show steps that can be taken in protecting natural resources.

Extension
- Students will generate ideas about our natural resources if nothing is done to take care of them.
- Students can observe a plant that adds beauty and helps to clean the air in their classroom. They could list what effects no water, no sun and/or no food could have on the plant.

Closure: Students can create a list (to add to their wall of careers) of jobs that work to protect the environment and discuss what the skills required in those jobs might entail.

Parent Involvement: Children can interview their parents to find out what it was like to live in the environment before people started to take care of the environment. If a parent can't remember or didn't experience that time, perhaps the parent can help the child find another adult who can.

Time Required: 3-5 class periods.

Career Development Activity

Subject Area: Social Studies Grade Level: 3-4
Title: Work is Fun

Career Development

Competency –1. Knowledge of the importance of self concept.
Indicator –6. Describe ways to meet personal needs through work.

From the Standard Course of Studies

Competency Goal – 1.The learner will exhibit good citizenship in the classroom, school, neighborhood, and community.

Learner Outcome:

The student will be able to explain why work can be fun.

Resources/Materials

Book-The Berenstain Bears and the Messy Room, by Stan and Jan Berenstain or similar story.

Activity

- Students will listen to the story, The Berenstain Bears and the Messy Room, Stan and Jan Berenstain.
- Students and teacher will consider the "work" involved in changing the messy room to a clean room.
- Students and teacher will analyze the benefits to having a clean room.
- Students will list the feelings that they would associate with those benefits.

Extension/ Parent Involvement:

- Students will ask their parents to tell them what they enjoy about work.

Closure: What do you students enjoy about school? Is school work? Why or why not?

Time Required: 1 class period

Career Development Activity

Subject Area: Language Arts Grade Level: 3-5
Title: Peer Pressure Reversal

Career Development

Competency –.2. Skills to interact with others.
Indicator –5. Identify sources and effects of peer pressure.

From the Standard Course of Studies

Competency Goal –The learner will use language for the acquisition, interpretation, and application of information.
Indicator—The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations.

Learner Outcome:

The students will be able to demonstrate ways to analyze a situation and take steps to self-protect.

Resources/Materials

Books by Sharon Scott, i.e.,How to Say "NO" and Keep Your Friends:Peer Pressure Reversal for Teens and Preteens, Too Smart for Trouble (for the younger set) or similar stories.

Activity

- Students will explain how relationships with other people may affect their choices of behavior.
- Students will study different ways to maintain their own choice without offending friends.
- Students will create situation cards.
- Students will take turns acting out the situation cards and propose ways of resolving the problems.

Extension

- An older student who has demonstrated the ability to maintain their own choices (and, preferably, one who knows about Peer Pressure Reversal) can be invited in to speak to the children about actually using Peer Pressure Reversal.

Closure: How do you feel when you have done something that you didn't want to do? Sometimes you might feel good—why? Sometimes you might feel bad—why?

Parent Involvement: Ask parents to create a situation for the children to role play in class.

Time Required: 4-5 class periods

Career Development Activity

Subject Area: Science Grade Level: 3-5
Title: Problem Solving

Career Development

Competency – 3. Awareness of the importance of growth and change.
Indicator - 4. Identify and select appropriate behaviors to deal with specific emotional situations.

From the Standard Course of Studies

Competency Goal –4. Attitudes Toward Science
Indicator –4.3 Scientific inquiry

Learner Outcome:

Students will create clarifying questions to predict a successful solution to a problem.

Resources/Materials

Poster with problem solving steps; problem situation slips

Activity

- 1. Teach problem solving steps
  a. What is the problem?
  b. What are my choices?
  c. What might be the consequence of each choice (predict)?
  d. Choose the best choice by asking
    1. Is it safe?
    2. Is it fair?
    3. How will people feel?
    4. Will it work?
  e. Do your best choice.
  f. Did it work?
- 2. Give slip with a problem situation and let students go through the problem solving steps to predict the best choice. (Students can do this individually, in pairs, in small groups, or as a class.) Use situations students have recently experienced.

Extension

- Teacher can create a "Problem of the Week" and encourage students figure out different ways to solve the problem and then discuss and vote on the best solution. This activity could be varied by using individuals, small groups or class in different weeks.

Closure: Students should share in a large group the reasoning behind the choices they made.

Parent Involvement: Parents and children can describe a problem within their environment and then list and describe problem solving strategies.

Time Required: 45 Minutes

Career Development Activity

Subject Area: Math Grade Level: 3-5
Title: Class Signs

Career Development

Competency –4. Awareness of the benefits of educational achievement.

Indicator –6. Describe school tasks that are similar to skills essential for job success.

From the Standard Course of Studies

Competency Goal - 4. The learner will understand and use standard units of metric and customary measure.

Indicator—(G. 3 & 4) 1. Estimate length and height: measure with appropriate tools using inches, feet, yards. (G.5) 6. Solve problems involving applications of length, weight, time, capacity, temperature, perimeter, and area. Check reasonableness of answer.

Resources/Materials: Poster board, scissors, construction paper, rulers, pencils

Note Sign Maker: Designs signs for personal and public use. They use computers to make the design. The computer prints the design on vinyl which has to be peeled off by hand, then, using a ruler, the design is centered on a sign.

Activity

- Tell the students to imagine that you are sign makers.
- Using construction paper, create a design of an animal.
- Have students to cut out their design.
- Using their ruler, have students center your design. As the children struggle, show them how to find the center of the paper using a ruler. Show how to match the centers of the design and sign.

Extension

- Students can create a design on the class computer to designate specific areas of the classroom. They could mount the pictures on construction paper to complete their "sign".

Closure: Students and teacher process the skills needed to place things in precise areas. What are other jobs that require precision placement? (mason, i.e."wall builder"; architect; car designers....)

Parent Involvement: Parents and children can measure a wall in their home to determine how perfectly squared it is.

Time Required: 30-45 minutes.

Career Development Activity

Subject Area: Music Grade Level: 3-5
Title: Fifteen Miles on the Erie Canal

Career Development

Competency – 5. Awareness of the relationship between work and learning.
Indicator –5. Describe how current learning relates to work.

From the Standard Course of Studies

Competency Goal – (G 3)- 3. Development of creative capabilities.
(G 4,5) –5. Knowledge of music.
Indicator – (G 3)-3.5 Be aware of possible variations of tempo and dynamics for use in composition (concepts).
(G 4)- 5.7 Know that each art form is made up of basic elements (history/literature).
(G 5)- 5.2 Know that music has been written by many different creators (history/literature).

Learner Outcome:

The class will sing and perform the Erie Canal as a working chant. They will tell how and when the song was used to help get work done on the canal.

Resources/Materials

Possibly Fifth grade music books.

Activity

- The class will study the song "Erie Canal" and learn to sing it. (It is in the fifth grade music book.) They will learn that it was written as a walking song as the mules were pulling the barges up and down the Erie Canal. They can walk to the beat as they sing the song. The song helped the drivers keep the mules at a good pace as they pulled the barges. Thus the Music was a part of the job!

Extension

- Have students create a song to learn their spelling words, grammar components, etc.

Closure: Have students analyze the beats they use daily (jump rope rhythms, running, riding bikes).

Parent Involvement: Parents and children can list places they go where music is an important part of the environment. It would be nice if they could hypothesize the reasons for music in a particular environment and then have the student present their findings to the class for analysis.

Time Required: 1—45 minute class session.

Career Development Activity

Subject Area: English/ Language Arts Grade Level: 3-5
Title: Career Identification

Career Development

Competency –6. Skills to understand and use career information.

Indicator –2. Identify occupations according to people, ideas and things.

5. *Describe jobs that are present in the local community.*
6. *Identify the working conditions of occupations (e.g. inside, outside, hazardous).*

From the Standard Course of Studies

Competency Goal – 2. The learner will use language for the acquisition, interpretation, and application of information.

Indicator – 2.2 The learner will analyze, synthesize, and organize information and discover related ideas concepts, or generalizations.

Learner Outcome:

Students will identify 5-6 occupations based on the materials found in the boxes.

Resources/Materials

Books about careers, equipment, clothing, lidded boxes.

Activity

- Use boxes of items and literature to stimulate students thoughts about all the occupations that there are to choose from.
- For each occupation that you want to feature, decorate and label the outside of a lidded box.
- Fill the box with clothing, equipment and at least one children's book that relates to that career.
- One at a time, introduce the box to your students so that students can recognize contacts they have had with people who do the featured job, explain how the equipment and clothing are helpful to the worker and hear a related story.
- Place the box where students can use its elements for role-playing.

Extension

- Students create their own shoe box occupation (based on parent?) and bring them into class for discussion in sharing time.

Closure: Why do people in different jobs dress so differently? (beautician, nurse, fireman, cook)

Parent Involvement: Parents can be asked to create a box about the job/jobs they do.

Time Required: Several class periods as desired.

Career Development Activity

Subject Area: Language Arts Grade Level: 3-5
Title: Careers Interesting to Me

Career Development

Competency –6. Skills to understand and use career information.
Indicator –3. Identity work activities of interest to student.
4. Describe the relationship of beliefs, attitudes, interests and abilities to occupations.

From the Standard Course of Studies

Competency Goal –2. The learner will use language for the acquisition, interpretation, and application of information.
Indicator –2.1 The learner will identify, collect or select information and ideas.

Learner Outcome:

Students can verbally and in writing describe their information from their career report.

Resources/Materials

Career O Rama disk/computer or cluster list, books on careers.

Activity

- Share an example of a famous person's interests, aptitudes, and career; and the teacher shares her/his interests and aptitudes and relates them to their chosen career.
- Tell class they are going to have an opportunity to begin relating their interests/aptitudes to careers.
- Students take career inventory on Career O Rama disk. (If the disk is not available, have students list their interests and aptitudes and careers of interest to them that would use their interests and aptitudes.
- They will then explore the career clusters indicated by the interest inventory. (If the disk is not available, they can look over the clusters and decide in which cluster each career they indicated will fit.)
- They are to choose two or three careers that sound especially interesting to them in the clusters thy have identified.
- They can use the information from Career O Rama disk and /or the library to write a report on one of those careers.

Extension

- Students can develop an ongoing montage in the classroom of careers they have explored and discussed in class.

Closure: What did you learn about this career that surprised you?

Parent Involvement: Students can talk to their parents about the kinds of things that parents find interesting about their own jobs.

Time Required: As much as desired.

Career Development Activity

Subject Area: Math Grade Level: 3-5
Title: Graphing Jobs

Career Development

Competency –6. Skills to understand and use career information.
Indicator –2. Identify occupations according to data, people, ideas and things.

From the Standard Course of Studies

Competency Goal –(G 3)- 6. The learner will demonstrate an understanding of data collections, display, and interpretation. (G 4)- 6. The learner will demonstrate an understanding and use of graphing, probability, and statistics. (G 5)- 6. The learner will demonstrate an understanding and use of graphing, probability, and statistics.

Indicator – (G 3)-6.2 Display data on charts and graphs; summarize and explain information.

(G 4)-6.1 Collect, organize, and display data from surveys, research, and classroom experiments, including data collected over a period of time. Include data from other disciplines such as science, physical education, and social studies.

(G 5)- 6.2 Systematically collect, organize, appropriately display, and interpret data both orally and in writing using information from many content areas.

Learner Outcome:

Students will graph jobs by clusters using interview information that is on the board or on the poster.

Resources/Materials

List of job clusters, list of jobs from interviews on board or poster graph paper and colored pencils or computer.

Activity

- Define job clusters based on cluster handout attached.
- For homework have students interview a family member as to what his/her hob is.
- Share homework in class and list the careers under job clusters on the board or on a poster.
- Explain a bar graph and give an example.
- Students will create a bar graph using the cluster information. (Can use computer or use graph paper.)

Extension

- Students could re-group the data for inside/outside jobs, education level required, etc.

Closure: Students will discuss what the bar graph tells them about jobs.

Parent Involvement: Students should work with their parent/s to discover where bar graphs are relevant in their parent's life.

Time Required: Homework assignment—2—40 minute sessions (1–Share information and put under clusters on poster or board. 2—Use information from 1 to make a graph.)

Career Development Activity

Subject Area: Social Studies Grade Level: 3-5
Title: Make the Connection—School to Work!

Career Development :

Competency: 7 Awareness of career planning process.
Indicator: 2 Describe skills needed in a variety of occupational groups.

From the Standard Course of Studies (Social Studies):

Competency Goal – (G. 3) 3. The learner will analyze the multiple roles that individuals perform in families, workplaces, and communities.
(G. 4/5) 1. The learner will analyze the characteristics of the people of North Carolina and the Western Hemisphere.

Learner Outcome: Students will be exposed to training necessary in order to obtain different jobs.

Resources/Materials: Career Cards.

Activity:

- Split class into 2 teams.
- Present career cards with picture or name of career to the students.
- Have the students, based on prior knowledge, decide what educational degree would be the minimum required in order to have that job.
  1. High school diploma, 2. Community College or Associates Degree, 3. 4 Year College degree, 4. Master's degree, 5. On the job training, 6. Other (i.e. medical school).
- The students will decide as a team and the team with the correct response earns points. At the end of the designated period, one team is declared the winner.

Extension:

- Name a job and have the students list skills necessary to do that job. The longest, correct list wins or acquires points.

Closure: Discuss with the group where and how people acquire skills to do a job. Use the careers that they have identified as the foundation for the discussion. Other questions would be:

- How does having an educational degree prove that a person can do a specific job?
- Do you know if there are there any Community Colleges in our area?
- Does anyone know what people can study there?
- What do you think would be hard about on the job training? (Trainer, supervisor personality and training skills would be an important factor in successful training.)

Parent Involvement: Parents and children can compile a list of skills that parents or others use in their jobs.

Time Required: 30 minutes.

Career Development Activity

Subject Area: Math Grade Level: 3-5
Title: The Great New Car Hunt

Career Development

Competency –8. Awareness of how work relates to the needs and functions of society.

Indicator –2. Describe the products and services of local employers.

From the Standard Course of Studies

Competency Goal –(G 3,4,5)- 5. The student will solve problems and reason mathematically.

Indicator – (G 3)- 5.3 Solve routine and non-routine problems using a variety of strategies, such as use models and "act out," use drawings, diagrams, and organized lists, use spatial visualization, logical thinking, estimation, guess and check, and patterns.

(G 4,5)-5.1 Use an organized approach to solve multi-step problems involving numeration, geometry, measurement, patterns, relations, graphing, computation, probability and statistics.

Learner Outcome:

The products will be the graph and the summary statement. Students will compare costs of cars.

Resources/Materials

Current newspapers for each team.

Activity

- Working in teams, the students will use want ads from the newspaper to set up categories of cars and prices.
- Car types will be compared to their cost. A line graph can be constructed to show the different categories of cars and their prices.
- The teams will write summary statements about how the prices of cars vary with kinds of cars. They will give opinions as to why this price difference exists.

Extension

- As a follow-up to the children's opinion, they can re-group the categories of cars to check out their opinions.

Closure: Students will discuss the importance versus price of several items that one might wish to have in a car, i.e. electric windows and locks, leather or plastic seats.

Parent Involvement: Parents and children will create a priority list of options available in cars that seems to suit them based on desire for the option and related to the financial decision.

Time Required: 2 or 3- 45 minutes class sessions.

Career Development Activity

Subject Area: Social Studies Grade Level: 3/5
Title: Decision Making in Farming

Career Development

Competency –9. Understanding how to make decisions.
Indicator –4. Identify strategies used in solving problems.

From the Standard Course of Studies

Competency Goal –(G 3)- 11. The learner will evaluate the uses of economic resources in different communities. (G 4)- 11. The learner will assess changes in ways of living over time and investigate why and how these changes occurred.

Learner Outcome:

Students will be able to compare and contrast methods of farming and harvesting methods used by the early pilgrims with today's modern technology.

Resources/Materials

School library for books about early settlers for the video. Check with the N.C. School of Agriculture and ask about the farming video used in the basic Covey Training (from Wake Co. Public School System).

Activity

- Read a story to the students about early farming methods used by Pilgrims and early settlers.
- Show a video demonstrating modern farming methods.
- Have children make a chart showing similarities and differences between these methods.
- Discuss the decision making process and it's effect in choosing proper methods for good farming results.

Extension

- As a class, decide on a "farming" method to use and plant something. Permission could be sought to use a local park, school grounds or perhaps a neighbor who would like some help with a garden.

Closure: Would students like to be farmers? What would be one way they would like to try farming?

Parent Involvement: Parents and the children could visit a local farm to see how it is run. It would be especially grand if they could take pictures and compile a report for the school classroom.

Time Required: 4 Class periods plus outside assignment time.

Career Development Activity

Subject Area: Social Studies Grade Level:3-5
Title: How Do Families Work?

Career Development

Competence - 11. Awareness of different occupations and changing male/ female roles.
Indicator - 3. Describe contributions of individual both inside or outside the home environment.

From the Standard Course of Studies (Social Studies):

Competency Goal- (Grd. 3) 3. The learner will analyze the multiple roles that individuals perform in families, work places and communities.
(Grd. 4/5) 1. The learner will analyze the characteristics of the people of North Carolina and the Western Hemisphere.

Learner Outcome: Student will be able to compile and evaluate a survey with the class.

Resources /Materials:

Survey sheet
Visual examples of roles and responsibilities.

Activity

- Students will interview family members about what they do both inside and outside the home.
- Questions will include information about jobs, hobbies, family responsibilities and community service.
- Completed interviews will be synthesized and presented in class.

Closure

- Students can relate the jobs their family members do to jobs that the student thinks he/she would like to do and the reasons for that thinking.
- Students can explore the pros and cons of inside versus outside work.

Parent Extension: Parents can talk with their child to compile other questions about jobs and general work that the child might wish to ask neighbors or extended family members.

Time Required: 2 or 3- 30 minute sessions.
1. Class-model assignment—vocabulary definitions of underlined words.
2. Allow a week for the interview.
3. Class presentation.

Career Development Activity

Subject Area: Art Grade Level:3-5
Title: How does a Baker know what to bake?

Career Development

Competency –12. Awareness of the career planning process..
Indicator –1. Describe the importance of planning.

From the Standard Course of Studies

Competency Goal –5. Develop an awareness of art as an avocation and profession.
Indicator—1. Demonstrate an awareness of art as an avocation.
2. Demonstrate an awareness of art as a profession.

Learner Outcome: Students will create their own edible art.

Resources/Materials: Cookie dough (may be bought pre-mixed), access to oven, decorating supplies: icing (made or purchased), icing colorant, decorator candies, pastry tube, cookie sheets, lots of saran wrap and scotch tape. Possibly videos, field trip, class visitor, books.

Activity

- Students will investigate a Baker's job. Videos or a field trip would be nice.
- After discovering the overall picture of a Baker's job, students will ask their friends and create a list of the kinds of things they like to get from a bakery. (Cookies should come up in this informal survey.)
- The class discusses the list of the items and chooses one thing to make. (Encourage the cookies.) (It should be noted here that this is how the Baker decides what to bake—they bake what people want to buy.)
- The class decides to decorate cookies and creates a list of the materials that they need to do so.
- The class gathers the materials.
- A day is set, and the cookies are created. After the cookies are baked, each one is wrapped in saran wrap and taped closed.

Extension

- This is a great activity to do or repeat on parent night with the parents helping the children to decorate a cookie. In this instance, the teacher may wish to purchase pre-made plain round sugar cookies.

Closure: Children love to tell stories about their family and this is a nice place to note the parents who may own or work in the food industry and to note the parents who just love to cook creatively.

Parent Involvement: See extension.

Time Required: 2-5 class periods.

Career Development Activity

Subject Area: Language Arts Grade Level: 4
Title: Now and Then

Career Development

Competency –11.Awareness of different occupations and changing male/female roles.

Indicator –2. Describe the changing life roles of men and women in work and family.

From the Standard Course of Studies

Competency Goal –4. The learner will use language for aesthetic and personal response.

Indicator—2. The learner will respond to the personal, social, cultural, and historical significance of selections or personal experiences.

Resources/Materials: Book- Little House in the Big Wood, series by Laura Ingalls Wilder. Video of the "Little House" series or similar stories.

Activity

- Research Laura Ingalls Wilder.
- Read books from Little House in the Big Wood series and other books by Wilder.
- Compare (using a Venn diagram) life then (example-jobs, chores, food, dress, recreation, schools, housing, transportation, and religious practices, etc.) and now.

Extension

- Have students interview a senior citizen. Compare the senior citizen's childhood to Laura Ingalls Wilder and to their own.

Closure: Students share with one another their feelings about the way children used to live and their lives today.

Parent Involvement: Parents assist student with arranging and conducting the interview. Parent can then add their own information for comparisons.

Time Required: 3-4 Weeks.

Career Development Activity

Subject Area: Social Studies /Language Arts Grade Level: 4
Title: The Role of the Journalist in N.C. History

Career Development

Competency – 5. Awareness of the relationship between work and learning.
Indicator – 5. Describe how current learning relates to work.
6. Describe how one's role as a student is like that of an adult worker.

From the Standard Course of Studies

Competency Goal – 12. The learner will trace developments in North Carolina history and describe their impact on the lives of people today.

Learner Outcome: The learner will reinforce and apply historical knowledge as he/she begins to understand the work of a journalist and the importance of that career in our society.

Resources/Materials : Access to computer for research.

Activity

- Students will work in groups to create a newspaper from a time period in North Carolina history. Various students will write news articles based on research and classroom instruction. Newspapers will include illustrations and photos.
- Find examples of old newspapers.

Extension

- Students will write a news article based on today's world and tell how it would be a different experience from a journalist's experience 70 years ago.

Closure: Students will analyze the difficulties that an early journalist would have had in getting material for an article and compare it to getting material for an article today.

Parent Involvement: Parent and child can compile a list of tv personalities and decide who among them are journalists and the nature of their journalistic area.

Time Required: One class period to explain project: 4-5 class periods over the time required for unit instruction to allow students to work together on this project and then to present it.

Career Development Activity

Subject Area: Science Grade Level: 4/5
Title: Individual Differences in Plants and Humans

Career Development

Competency – 1. Knowledge of the importance of self-concept.
Indicator – 1. Describe characteristics about self as seen by self.
2. Demonstrate a positive attitude about self.

From the Standard Course of Studies

Competency Goal – (G 4,5)-2. Process Skills; 4. Attitudes toward science.
Indicator – (G 4,5)-2.1 Observe, 4.1 Learning and experiencing science.

Learner Outcome:

The learner will differentiate between the plants in the marigold family. In activity #2 the learners will observe that although all classmates are in the same grade in school, there are many differences among them. The students will be introduced to the concept of genes as an influence on human and plant development.

Resources/Materials

Marigold seeds of different varieties.
Trays and soil to plant and grow seeds.
Several long mirrors to compare and contrast classmates.
Charts to compare seed varieties and differences in students.

Activity

- Plant 4 or 5 varieties of marigolds (different heights and colors).
- Chart differences in flowers as they grow and when they reach maturity.
- Using mirrors, students work in pairs to develop physical descriptions of each other, i.e. height, foot size, hair color, eye color, skill color, etc.

Extension

- Have students describe themselves by behaviors and/or personality qualities and compare differences among one another. (introvert/extrovert, very active/not very active)

Closure: Have students brainstorm causes for the differences in their physical appearance. Do these physical differences relate to abilities? Academic, social, athletic, observer, artistic, etc.

Parent Involvement: Parents make a chart with their child or children that demonstrates how the parents are alike and different from their own parents as well as their children. (3 Generation model/comparison.)

Time Required: One class period to explain and start project. Two (2) class periods to occur after seeds have produced flowers (one for student descriptions and one for flower descriptions. (Charts to be used.)

Career Development Activity

Subject Area: Language Arts Grade Level:4/5
Title: Coping with Trouble

Career Development

Competency –4. Awareness of the benefits of educational achievement.
Indicator –4 Describe relationships among ability, effort, and achievement.

From the Standard Course of Studies

Competency Goal – 2. The learner will use language for the acquisition, interpretation and application of information.
Indicator – 2.3 The learner will apply, extend, and expand on information and concepts.

Learner Outcome:

The student will be able to describe a "barrier" or "disability" that someone overcame to reach a goal.

Resources/Materials

Biographies from the local libraries or school library. Background paper for class collage.

Activity

- Students will be introduced to the subject of biographies. Students will check out a biography from the school library and read it.
- Students will report to the class some of the difficulties the subject of the book had to overcome and what aspects of that person's personality and abilities were involved.
- Students will explain how reading about that person's success made the student feel.
- Students will create a classroom collage of symbols that will encourage the student to "hang in there" when the going gets tough.

Extension

- Students will write a story or begin a journal chronicling some of their personal difficulties and coping strategies. Later in the year some of these might be transposed into "fictional" stories of success.

Closure: What barrier or difficulty do think would be extremely difficult for a person to overcome?

Parent Involvement: Parents can talk to children about the people they admired when they themselves were young. A fun thing to do would be to have parents come into the classroom, either in person or via video tape, and tell all the children about someone they knew and admired when they were young.

Time Required: 1 class period for directing the assignment; reading time (1 or 2 weeks); 2 or 3 class periods for reports and discussions about the books.

Career Development Activity

Subject Area: Mathematics Level 4/5
Title: Costs of Building a Dog House

Career Development :

Competency - 5. Awareness of the relationship between work and learning.
Indicator - 5. Describe how current learning relates to work.

From the Standard Course of Studies

Competency Goal -1. The learner will identify and use rational numbers.
Indicator - 1.4 In real world situations, discuss when it is appropriate to round numbers to an appropriate place.

Learner Outcome: Students will demonstrate rounding numbers to the highest dollar.

Resources/ Materials: List of materials and purchase price/ quantities needed of the raw materials required to build a dog house.

Activity:

- Students will be given a list of the materials and projected costs involved in the creation of a specific project, i.e. building a dog house.
- Students will round off the numbers to the nearest dollar (or ten dollars) to project the total cost of materials needed to build the dog house.

Extension:

- A discussion of the labor time and possible costs of that labor would be relative to the projected costs of this activity.
- The teacher could ask students to project the costs using a 10% increase in the costs of the materials.

Closure: A group discussion of the events involved in developing the project needs would allow students to begin to see the tie of estimation of costs to the real world. What would make us decide to build a dog house? How do we know what materials are needed to build a dog house? Where do plans to build a dog house come from? What do you think a person has to know in order to plan and build a dog house?

Parent Involvement: Parents could take their child to a hardware/ lumber store to find and price out the actual costs of building a dog house or something else of interest to the child.

Time Required: 30 minutes. If the labor component is used, add another 20 minutes.

Materials list to build a dog house:

¾" Plywood—2 Sheets (4x8ft) 1 sheet costs $ 9.95
1 Box Roofing shingles 1 box costs $12.45
1 Box Roofing nails 1 box costs $ 1.89
1 Box Plywood nails 1 box costs $ 1.73
1 Box 9 penny nails 1 box costs $ 1.89
1 Box 6 penny nails 1 box costs $ 1.49
2 - 8ft long (1x2") board 1 board costs $. 85

Career Development Activity

Subject Area: Character Education Grade Level: 4/5
Title: Jobs for Students

Career Development

Competency – 7. Awareness of the importance of personal responsibility and good work habits.

Indicator – 1. Describe the importance of personal qualities (e.g. dependability, promptness) to getting and keeping a job.

From the Standard Course of Studies

Competency Goal – Communication Skills 1: The learner will use strategies and processes that enhance control of communication skills development.

Indicator –1.2 The learner will apply engagement strategies to comprehend or convey experiences and information.

Learner Outcome:

The learner will experience the satisfaction of fulfilling the responsibilities of a job and of being dependable and responsible.

Resources/Materials

Staff Cooperation, time, training materials for the various jobs.

Activity

- Teachers and Counselors will coordinate helper jobs for students to do.
- Counselor will visit each 4/5th grade classroom to describe the qualities of an employable person and to present a list of school-wide jobs, including qualifications.
- Students who so desire, will complete a job application listing their first two job choices.
- Counselor and teachers will try to match students and jobs. Some interviewing can also be done. Rotation of jobs throughout the year to facilitate greater student participation.
- Training experiences will be coordinated by teachers and, as students become more experienced, the students. Students will be expected to follow normal standards of employment and may be fired as appropriate.

Extension

- As students, staff and parents come to understand and implement this plan, other ways in which students can participate in life experiences will be created.

Closure–Questions to consider: What skills do I have at present? What skills would I like to develop next? How will I plan to learn that skill or those skills?

Parent Involvement: Parents can become involved in this curriculum at many different levels– Basic oversight and paperwork, training and assisting with training youngsters both from a particular job skill viewpoint as well as any general training, and, an especially important task—parents can be the best **public relations** workers around.

Time Required: Substantial at the beginning, less as time goes on and the kinks are worked out.

Career Development Activity

Subject Area: Math Grade Level: 4/5
Title: The Café Business

Career Development

Competency – 7. Awareness of the importance of personal responsibility and good work habits.

Indicator – 1. Demonstrate positive ways of performing working activities.

2. Describe the importance of personal qualities to getting and keeping a job.

3. Describe the importance of cooperation among workers to accomplish a task.

From the Standard Course of Studies

Competency Goal - 4. The learner will solve problems and reason mathematically.

Indicator – 5.4 In solving problems, select appropriate strategies such as act it out, make a model, draw a picture, make a chart or graph, look for patterns, make a simpler problem, use logic, work backwards, guess and check, break into parts. 5.8 Formulate engaging problems including ones from every day situations.

Learner Outcome:

The learner will explain how math skills and interpersonal skills are necessary for running a business.

Resources/Materials

Baking equipment, i.e. pans, measuring cups and spoons and oven; supplies, i.e. flour, sugar, eggs, etc.; wrappings (bags, etc.), plastic work gloves, price labels, sales receipts, change.

Activity

- 1. Set up a "café business". Name the café and determine how the profits will be spent.
- 2. Have students bake and wrap products to be sold.
- 3. When café is open; students sell products and make change. They also demonstrate good customer service characteristics.

Extension

- Each classroom in a school could take on one kind of business as a "theme" for a semester or a year and then have a "city market" for 1-2 weeks at the end of the year.

Closure: How many different kinds of jobs do you think people have done to produce (paper, orange juice, toys) that you use?

Parent Involvement: Parents would be wonderful resources to assist with the skills of baking and selling or any other skill required in the production.

Time Required: Several class periods on several days for baking and selling.

Career Development Activity

Subject Area: Art Grade Level: 4/5
Title: Art Aspects of Life

Career Development

Competency –9. Understanding how to make decisions.
Indicator – 3. Identify and assess problems that interfere with attaining goals.

From the Standard Course of Studies

Competency Goal - #2 Develop the concepts necessary for understanding and producing art.
Indicator – 2. Demonstrate an understanding of the design principles.

Learner Outcome:

Students will identify and prioritize materials necessary in a classroom.

Resources/Materials:

Board and markers, paper and pencils.

Activity

- The students will design the "ideal" classroom.
- The class will brainstorm ideas of all the things they could put into a classroom. (Crazy ideas are ok, i.e. a desk chair that massages their backs.)
- Students will use the brainstorming activity as a jumping off base to draw a picture of their ideal classroom.
- Students will generate a list of skills they need to have in order to create this room, i.e. carpentry, engineering, math, accounting.

Extension

- Students will pick one item from their classroom and talk about how that item will have use for them outside of the classroom.

Closure--Questions to consider: What kinds of things does an inventor have to know? What is an inventor?

Parent Involvement: Students can create with their parents the different ways a particular room could be changed. It would be fun if they would make a picture or floor plan of their ideas and bring that into the class for a "show and tell".

Time Required: 1-2 class meetings.

Career Development Activity

Subject Area: Science Grade Level: 4/5
Title: Eggstronaut Launching

Career Development :

Competency- 9. Understanding How to Make Decisions
Indicator- 1. Describe how choices are made.
2. Identify strategies used in solving problems.

From the Standard Course of Studies (Science)

Competency Goal - (G. 4/5) 2. Process Skills; 3. Manipulative Skills; (G. 4) 5. Analyzing Systems; (G.5) 5. Energy Concepts.

Indicator – (G. 4/5) 2.7 Predict; 3.2 Choose, Construct/ Assemble Equipment; (G. 4) 5.4 Interaction of Matter and Energy; (G. 5) 5.2 Sources & Forms of Energy.

Learner Outcome: Student will give reasons for why the eggstronaut was successful or not successful. Student will explain the reasons for the way the vehicle was built.

Resources/Materials

Gather a lot of free, cheap materials of any possible nature.
Raw eggs.
Teacher will provide parameters to the project.

Activity

- Student constructs a space ship designed to carry a fresh egg safely to the ground when launched from a high place like a second story window. CAUTION!! Teacher must stand by each student as ship is launched so that no one falls!!
- Spaceship is opened at the ground level to determine if the egg survived or was a casualty (meaning it broke).
- Eggstronaut ship should be made of cheap or free materials. Beauty does not count. Grade is based on participation, NOT on whether the egg cracked or not.
- The Teacher needs to collect all the eggs after the activity and dispose of them safely.
- Students report to the class about why their egg survived or why it didn't. They will also explain the reasons and methods used to construct the ship.

Extension

- Students will discuss what skills they need to design and construct a ship that works every time it is "launched".

Closure--Questions to consider: What skills in what classes are the students using to construct their ships? Where do the materials come from that were used in the successful ships? How do those materials get designed and made?

Parent Involvement: Parents and children could discuss knowledge and skills that one might heed to be a successful ship designer.

Time Required: Three class sessions--1a. Assignment, 1b. Creation Time (Approx. 2 weeks), 2. Launch day. 3. Class discussion period.

Career Development Activity

Subject Area: Math Grade Level: 5
Title: A Camping We Will Go

Career Development

Competency –5. Awareness of the relationship between work and learning.
Indicator –3. Demonstrate effective study and information seeking habits.

From the Standard Course of Studies

Competency Goal –7. The learner will compute with rational numbers.
Indicator—1. Estimate products and multiply 2-digit numbers.
8. Estimate results and compute sums and differences with decimal numbers.
11. Estimate products of multi digit decimal number./calculator if needed.

Resources/Materials: various catalogs showing camping items. Pencils, paper, calculator.

Activity

- Student will "shop" via a catalog to outfit a group of campers. They must "purchase" by ordering all equipment the group will need.
- Students will figure, using various methodologies as the deem appropriate, the cost per camper. They must remain within a predetermined "budget".
- Student will figure quantity prices, discounts, sales tax, shipping and fill out the appropriate information on the order form.

Extension

- Give recognition to people who spend the least.
- Graph dollars spent by each student. Figure range, median, mode, mean, etc.
- Using camping (campground) brochure, calculate "cost" of campsites, etc.

Closure: Students generate a list of jobs where they think these skills are important.

Parent Involvement: Parents can encourage their child to work them to develop a weekly meal plan, shopping list and, in a trip to the grocery store, keep track of the purchases and the money spent.

Time Required: 2 class periods.

Career Development Activity

Subject Area: Social Studies Grade Level: 5
Title: Movement of People, Goods and Ideas

Career Development

Competency –9. Understanding how to make decisions.
Indicator –6. Describe how personal beliefs and attitudes effect decision making.

From the Standard Course of Studies

Competency Goal –6. The learner will evaluate the significance of the movement of people, goods, and ideas from place to place.

Resources/Materials: Chart paper, marker pens.

Activity

- Students will discuss why and how movement of people, goods and ideas are important and why they are necessary.
- Develop why people might move? Why goods are moved? Why and How important it is to move ideas.
- Make a chart and list jobs and where they are. Beside job, write why you might have to move.
- Make a list of products/agriculture, etc. and where they might be produced and how and why they need to be moved.
- May hang chart paper around the room with leading questions. Let small groups brainstorm and answer question.
- Use this information to teach movement of goods, people and ideas.

Extension

- List reasons you might want to move and reasons why you might not want to move.

Closure: Discuss the impact that emotions would have on deciding to move: fear-new things, people. places; sad-leaving old friends, places, activities; happy-family will have work they enjoy doing, spirit of adventure, more living space.

Parent Involvement: Parents share with their child times in their lives when they had to move and the feelings they had about moving before and after the move actually occurred. What ended up being a good thing about moving?

Time Required: 30 minutes.

CAREER DEVELOPMENT

Elementary Competency /Indicator						
C I. Knowledge of the importance of self concept	K	1	2	3	4	5
1. Describe characteristics about self as seen by self and others.	K-1Health K-1LA	K-1LA	K-1LA LA6	3-1Health	45-1Sci	45-1Sci
2. Identify how behaviors affect school and family situations.					45-1Sci	45-1Sci
3. Describe how behavior influences the feelings and actions of others.	K2-1Sst	K2-1Sst	K2-1Sst			
4. Demonstrate a positive attitude about self.	K-1Guid.					
5. Identify personal interests, abilities, strengths and weaknesses.				3-1Health		
6. Describe ways to meet personal needs through work.				34-1Sst	34-1Sst	
C 2. Skills to interact with others	K	1	2	3	4	5
1. Identify how people are unique.	K-2Health		2-2Math			
2. Demonstrate effective skills for interacting with others.		1-2LA 12-2Music	12-2Music 2-2Music			
3. Demonstrate effective skills in resolving conflicts with peers and adults.						
4. Demonstrate group membership skills.						
5. Identify sources and effects of peer pressure.				35-5LA	35-5LA	35-5LA
6. Demonstrate appropriate behaviors when peer pressures are contrary to one's own beliefs.						
7. Demonstate awareness of different cultures, lifestyles, attitudes, and abilities.	K2-2Sst	K2-2Sst	K2-2Sst			
C 3. Awareness of the importance of growth and change.	K	1	2	3	4	5
1. Identify personal feelings.	K2-3b Health	K2-3b Health 12-3LA	K2-3b Health 12-3LA			
2. Identify ways to express feelings.	K2-3b Health K2-3a Health	K2-3b Health 12-3LA K2-3a Health	K2-3b Health 12-3LA K2-3a Health			
3. Describe causes of stress.						
4. Identify and select appropriate behaviors to deal with specific emotional situations.				35-3Sci	35-3Sci	35-3Sci
5. Demonstrate knowledge of good health habits.						
C 4. Awareness of the benefits of educational achievement.	K	1	2	3	4	5
1. Describe how academic skills can be used in the home and community.						
2. Identify personal strengths and weaknesses in subject areas.	K2-4Sst	K2-4Sst	K2-4Sst			
3. Identify academic skills needed in several occupational groups.						
4. Describe relationships among ability, effort, and achievement.					45-4LA	45-4LA
5. Implement a plan of action for improving academic skills.						
6. Describe school tasks that are similar to skills essential to job success.				35-4Math	35-4Math	35-4Math
7. Describe how the amount of education needed for different occupational levels varies.						

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Elementary Competency /Indicator						
C 5. Awareness of the relationship- between work and learning.	K	1	2	3	4	5
1. Identify different types of work, both paid and unpaid.	K1-56Sst	K1-56Sst				
2. Describe the importance of preparing for occupations.		12-5Sst	12-5Sst	3-5SSt		
3. Demonstrate effective study and information-seeking habits.			2-5Sst	2-5Sst		
4. Demonstrate an understanding of the importance of practice, effort, and learning.						
5. Describe how current learning relates to work.				35-5Music 3-5Sst	35-5Music 45-5Math	35-5Music 45-5Math
6. Describe how one's role as a student is like that of an adult worker.						
C 6. Skills to understand and use career information.	K	1	2	3	4	5
1. Describe work of family members, school personnel, and community workers.	K1-56Sst	K1-56Sst	2-6Sst			
2. Identify occupations according to data, people, ideas, and things.	K-6Music			35-6Math 35-6aLA	35-6Math 35-6aLA	35-6Math 35-6aLA
3. Identify work activities of interest to student.				35-6bLA	35-6bLA	35-6bLA
4. Describe the relationship of beliefs, attitudes, interests and abilities to occupations.				35-6bLA	35-6bLA	35-6bLA
5. Describe jobs that are present in the local community.				35-6aLA	35-6aLA	35-6aLA
6. Identify the working conditions of occupations (e.g., inside/ outside, hazardous)				35-6aLA	35-6aLA	35-6aLA
7. Describe ways in which self-employment differs from working for others.						
8. Describe how parents, relatives, etc. can provide career information.						
C. 7. Awareness of the importance of personal responsibility and good work habits.	K	1	2	3	4	5
1. Describe the importance of personal qualities (e.g., dependability, promptness) to getting and keeping a job.		12-7 ChEd	12-7 ChEd	Math2 3-7Sst	45-7ChEd 45-7Math	45-7ChEd 45-7Math
2. Demonstrate positive ways of performing working activities.				35-6Sst 45-7Math	35-6Sst 45-7Math	35-6Sst 45-7Math
3. Describe the importance of cooperation among workers to accomplish a task.				45-7Math 3-7Sst	45-7Math	45-7Math
4. Demonstrate the ability to work with people who are different from oneself (e.g. age, race, gender).						

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Elementary Competency /Indicator						
C 8. Awareness of how work relates to the needs and functions of society.	K	1	2	3	4	5
1. Describe how work can satisfy personal needs.						
2. Describe the products and services of local employers.				35-8Math	35-8Math	35-8Math
3. Describe ways in which work can help overcome social and economic problems.						
C 9. Understanding how to make decisions.	K	1	2	3	4	5
1. Describe how choices are made.					45-9Sci	45-9Sci
2. Describe what can be learned from making mistakes.	K2-9LA	K2-9LA	K2-9LA	3-9Health	45-9Sci	45-9Sci
3. Identify and assess problems that interfere with attaining goals.					45-9Art	45-9Art
4. Identify strategies used in solving problems.				35-9Sst	35-9Sst	35-9Sst
5. Identify alternatives in decision-making situations.						
6. Describe how personal beliefs and attitudes effect decision-making.	K2-9Sst	K2-9Sst	K2-9Sst			5-9Sst
7. Describe how decisions affect self and others.						
C 10. Awareness of the interrelationship of life roles.	K	1	2	3	4	5
1. Describe the various roles an individual may have (e.g. friend, student).	K2-10LA	K2-10LA	K2-10LA	3-13Sst		
2. Describe work-related activities in the home, community, and school.						
3. Describe how family members depend on one another, work together, and share responsibilities.	K1-10Health	K1-10Health				
4. Describe how work roles complement family roles.						
C 11. Awareness of different occupations and changing male/female roles.	K	1	2	3	4	5
1. Describe how work is important to all people.						
2. Describe the changing life roles of men and women in work and family.	K2-11Music	K2-11Music	K2-11Music		4-11LA	
3. Describe how contributions of individuals both inside and outside the home are important.				35-11Sst	35-11Sst	35-11Sst
C 12. Awareness of the career planning process.	K	1	2	3	4	5
1. Describe the importance of planning.				35-12Art 3-12Sci	35-12Art	35-12Art
2. Describe skills needed in a variety of occupational groups.						
3. Develop an individual career plan for the elementary school level.						

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Bibliography

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Geoghegan, Adrienne. Six Perfectly Different Pigs, (out of print—check local libraries).

Kraus,Robert. Leo the Late Bloomer. (1994). Harpercollins Juvenile Books

Pfister, Marcus. Rainbow Fish. (April 1996). North South Books.

Sadler, Marilyn. It's Not Easy Being a Bunny. (September 1983). Beginner Books.

Scott, Sharon. How to Say "NO" and Keep Your Friends:Peer Pressure Reversal for Teens and Preteens, and Too Smart for Trouble. (December 1997). Human Resource Development Press.

SOICC. "Pathways" Published by ACE Consortium of SOICCs and distributed by the N. C. SOICC at cost.
N.C. SOICC, PO BOX 25903, RALEIGH, NORTH CAROLINA 27611;
PHONE: (919) 733-6700.

Wilder, Laura Ingalls. Little House in the Big Wood. (Video of the "Little House" series also available.) Little House Books. (August 1989). HarperTrophy.

Parramore, Barbara and William Hopke, Harry Drier. Children's Occupational Dictionary - 1999 Edition. Meridian Education Corporation, Bloomington, Ill.

Section III:
Workshop Outline

A sample workshop to guide interested counselor-teacher teams in developing career development activities for their classrooms and programs.

SAMPLE WORKSHOP OUTLINE

Title: Elementary Career Awareness Workshop
Time: One to three six hour days (hours beyond six are for writing and critiquing activities)

Materials: Copies of the National Career Development Guidelines for each participant.
Competencies from the NC Programs of Study for the grade levels involved.
Goals for NC Counseling programs.
Paper, pens and pencils.
Chart paper and markers.
Activity sheets
Evaluation sheets (if appropriate)
Credit sheets (if appropriate)

I. An overview of the career planning process
   A. The significance of the National Career Development Guidelines
   B. The Goals for NC Counseling programs
   C. The National Standards for School Counseling Programs.

II. What are you already doing in your school?
   A. Brainstorm a list of school activities (i.e. character education)
   B. Have members of the group share with others those things on their list.
   C. Ask how each one could be linked to career awareness.
   D. Have groups locate examples from the standard course of study (Programs of Study) of things that are career-related.
   E. Have members of the group match these examples with competencies and indicators from the National Career Development Guidelines.

III. In groups of two, prepare a sample career awareness activity. Exchange activity with another group. Each group should see if they have enough information to teach the activity, or if not, list what they still need. Answer any general questions.

IV. Have each participant write an individual activity from one of the core curriculum areas. Exchange the completed activity with another participant. Critique the activity. Share that with the author of the activity. Answer any general questions.

V. Continue writing and critiquing activities until each participant has written four or five from different curriculum areas.
   A. Be sure to include healthful living and the arts.
   B. Be sure that special needs students have been included.

VI. Someone should be responsible for editing, duplicating and distributing the activities.

CAREER DEVELOPMENT ACTIVITY

TITLE: _____

SUBJECT AREA(S): _____

GRADE LEVEL(S): _____

CAREER DEVELOPMENT COMPETENCY:

CAREER DEVELOPMENT PERFORMANCE INDICATOR:

ACADEMIC OBJECTIVE:

ACTIVITY:

LEARNER OUTCOME

RESOURCES:

TIME REQUIRED

Section IV: Resources

Internet and Publication Resources for career development K-14

Career and Job Information Resources on the Internet (free)

Sources of Job Information	Internet Address	Description
100 Hot Jobs	http://www.100hot.com/jobs	The Web's Most popular jobs and career sites
America's Job Bank	http://www.ajb.dni.us	Links also to America's Talent Bank and Career Info Net
Career City	http://www.careercity.com	Professional/Technical job listings
Career Magazine	http://www.carermag.com	Career magazine with internet site connections
Career Mosaic	http://www.careermosaic.com	Up-to-date career information
Career Net	http://www.careers.org	Online career resource center
Career Path	http://www.careerpath.com	Search a listing of jobs from newspapers and web sites
Career-nSite	http://www.career-nsite.com	Connections to 10 "jobs available" databases
Edgar Stern @ NYU	http://edgar.stern.nyu.edu	Research businesses
ERISS (San Diego based)	http://www.eriss.com	Detailed information on surveyed occupations
E-Span	http://www.espan.com	Locate the right job
JobBank USA	http://www.jobbankusa.com	Provides employment and resume information
JOBTRAK	http://www.jobtrak.com	Partnership with 750 college career centers
Monster Board	http://www.monster.com	Provides job search tools
My Future	http://www.myfuture.com	High school career assistance
Online Career Center	http://www.occ.com	Comprensive career center
SummerJobs	http://www.summerjobs.com	World-wide listing of summer jobs
Yahoo Classifieds	http://classifieds.yahoo.com	Search classifieds locally or nationally
Job Clearinghouses		
Career Paradise	http://www.emory.edu/CAREER/index.html	Imaginative and colorful Web site
Career Resources Homepage	http://www.rpi.edu/dept/cdc/homepage.html	Meta-index of internet career resources
The Catapult	http://www.jobweb.org/catapult/catapult/htm	Springboard to career and job-related sites
Creative Job Search	http://mn.jobsearch.org	Emphasizes job application skills
Job Hunt	http://www.job-hunt.org	Meta-list of online job search resources
JobSmart	http://www.jobsmart.org	Job search tips and leads
The Riley Guide	http://www.dbm.com/jobguide	Comprehensive clearninghouse
What Color is Your Parachute?	http://www.washingtonpost.com/parachute	Richard Bolles' best-seller
State Government Resources		
Assoc. of Independent Colleges & Univ.	http://www.nccihe.org/	Provides access to private colleges and info
NC Community College System	http://www.bull!ncdcc.cc.nc.us	Provides access to college and system information
NC Department of Commerce	http://www.commerce.state.nc.us	Workforce and economic development
NC Department of Public Instruction	http://www.dpi.state.nc.us	Public school information
NC Division Employment & Training	http://www.jtpa.state.nc.us	JTPA programs and links to local sites
NC Employment Security	http://www.esc.state.nc.us	Provides job listings and applications
NC Job Link (One-Stop Centers)	http://www.joblink.state.nc.us	Access to job link sites

Career and Job Information Resources on the Internet (free)

State Government Resources (cont.)

NC Office of Personnel	http://osp.state.nc.us/OSP	North Carolina government jobs
NC SOICC	http://soicc.state.nc.us/soicc/	Career and planning information
North Carolina School-to-Career	http://www.jobready.state.nc.us	
University of North Carolina	http://www.ga.unc.edu	Provides access to each university

Federal Resource & Initiatives

America's Career Info Net	http://www.acinet.org	Occupational and labor market information
America's Learning Exchange	http://www.alx.org	"yellow pages" of short term training
Bureau of Labor Statistics	http://www.stats.bls.gov	Info & access to OOH
NOICC	http://www.noicc.gov	NOICC/CDTI network and resources
National Skills Standards Board	http://www.nssb.org	Work/report on/by industry standards
National Center for Education Statistics	http://www.ed.gov/pubs/stats/html	
NCRVE	http://www.vocserve.berkely.edu	National Center for Research on Vocational Education
Office of Vocational and Adult Education	http://www.ed.gov/offices/OVAE	Reports and polices
School-to-Work Gateway/office	http://www.stw.ed.gov	Primary source of STW information
Training Technology Resource Center	http://www.ttrc.doleta.gov	Public employment and training system
US Department of Education	http://www.ed.gov	Education Reports
US Department of Labor	http://www.dol.gov	

Internet Resources for Counselors

About Work	http://www.aboutwork.com	Student center for career exploration
American Counseling Assoc	http://www.counseling.org	Up to date counseling information
American Vocational Assoc	http://www.avaonline.org	Professional organization information
American Psychological Assoc	http://www.apa.org	Professional organization information
Amer. Soc. Of Association Exec	http://www.asaenet.org.	Professional organization information
CACREP	http://www.us.edu/~wilson/cacrepr/index.ht	Accreditation information
Center for Occupational R&D	http://www.cord.org	Features curriculum development
Chronicle of Higher Education	http://www.chronicle.com	News and information for higher education
College View	http://www.collegeview.com	College information
CounselorNet Gopher Menu	gopher://gopher.plattsburgh.edu:70/11/.cnedtdir	
Counselor's Information Central	http://www.dades.tec.il.us/counselor.hmtl	Targeted at high school guidance
Educational Resource InfoCenter	http://www.aspensys.com/eric	Educational literature resources
ERIC Counseling	http://www..uncg.edu/-ericcas2	Counseling digests and publications
Financial Aid	http://www.ed.gov/inits/stm/finaid.html	Financial aid assistance
FAFSA	http://www.fafsa.ed.gov	Free Application for Federal Student Aid
Hot Mail	http://www.hotmail	Free E-mail addresses

Career and Job Information Resources on the Internet (free)

ICESA	http://www.icesa.org	Interstate Conference of ESC
Military Careers	http://www.militarycareers.com	Military careers
National Assoc. of School Psych	http://www.uncg.edu/~ericcas2/nasp	NASP information

Internet Resources for Counselors (cont.)

National Career Dev Assoc	http://www.ncda.org	Professional organization information
NC Counseling Association	http://www.greensboro.com/ncca	State Association News
Peterson's Education Center	http://www.petersons.com	College and career information
The Schoolhouse Project	http://www.nwrel.org/school_house/Office/Counselor/Counselro.html	

Subscription Service

NC Career Explorer	http://tour.bridges.com	Career development library and services

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ADDITIONAL RESOURCE –Publications

(The) American Almanac of Jobs and Salaries. John Wright (Avon). 1996. Known for its focus on salaries, benefits, and future career prospects for each career field.

Building a Quality Workforce (US Government Printing Office, 1991). Suggests that business and schools need to work together to help entry level workers to be better prepared for employment. Gives examples of community partnership which have been successful.

Cambridge Job Search Guide (Piney Mountain Press, 1992). This book is divided into three sections: Developing a Plan of Action, Investigating Where Jobs Are, and Succeeding in the Interview. It offers proven techniques, identifies marketable skills, using networking, etc. Appendices include Interest/Skill Self-Assessment, Resume and Letter Samples, Performance Phrase Checklist and Work Sheet, Job Search Contact Sheets, and a Job Search Planning Guide.

Career Choices (Lakeshore Learning Materials). Who Am I? What do I want? How do I get it? The 3-step Career Development Process helps students answer all three steps so they can define and work toward their career goals. Thought provoking text combined with exercises that foster self-awareness, identify strengths, skills and interests. Student books with Teacher Edition and workbooks.

Career Guide to Industries (US Government Printing Office, 1994). Developed as a companion book to the OOH, it discusses careers from an industry prospective for each of the 40 diverse industries. It provides information on working conditions, training, outlook, wages and other facets of industrial employment.

Career Choices: A Guide for Teens and Young Adults –Who Am I? What do I Want? How do I Get it? Mindy Bingham & Sandy Stryker. (Academic Innovations). 1990. Teens and young adults discover their unique abilities and ambitions in relation to successful careers and lives.

Children's Dictionary of Occupations (CDOT), 2nd Edition. William Hopke and Barbara Parramore (CFKR, American Guidance Services, JIST Works) 1992, 1996 –CD ROM version. This 130-page book with color illustrations introduces elementary school children to the world of work and a variety (300) of occupations. Special sections highlights beginning jobs often held by teenagers (e.g. babysitter, camp counselor, etc.).

Children's Occupational Outlook Handbook. Linda Schwartz and Toni Wolfgang (CFKR, American Guidance Services). 1996. Soft cover and software includes information on 200 occupations and sections on "places to observe", "getting ready" and fun activities for elementary school students.

(The) College Major Handbook (CFKR Career Materials, Inc.) The College Major Handbook is a resource book that contains essential information needed for college major decision-making. The Major-Minor-Finder is a survey taken by students to pull together their career and college decision making plans.

(The) Dictionary of Occupational 7 Titles, 4th Edition (Compiled by US Department of Labor Bureau of Labor Statistics and published by the US Government Printing Office and: Opportunities for Learning, Inc., 1991; JIST, The Job Search People, 1992; and CFKR Career Materials, Inc.) A "must" for every well-equipped occupational information center.

Recently updated. (If ordering from the Government Printing Office, you must include payment with order. The three commercial publishers listed will accept purchase orders.)

Do What You are: Discover the Perfect Career for You Through the Secrets of Personality Type. Paul and Barbara Tieger. (Little, Brown) 1995. Readers determine their true personality type through a self analysis. It offers specific career strategies on the strength of each type.

Encyclopedia of Careers and Vocational Guidance. 8th Edition, 2,200 pages and 1,000 illustrations in four volumes (Orchard House, Inc). One of the most complete and compact sets of up-to-date occupational information that is organized for easy access with indexing and cross-referencing. Outlined like the Occupational Outlook Handbook.

Exploring Careers –A Young Person's Guide to over 300 Jobs. (Compiled by the US Department of Labor). This 1994 JIST edition includes all 20,000 plus titles in the new Dictionary of Occupational Titles and the information is organized and designed with job seekers in mind. This book is more extensive that the enhanced GOE (EGOE).

(The Enhanced) Guide for Occupational Exploration. (JIST: The Job Search People, 1991). The EGOE organizes job titles into major interest groups, work groups, and subgroups and includes the descriptions of basic duties and responsibilities for the 2,500 most important jobs that represent "access points" into the labor market.

(The) Gorman Report-Undergraduate: A Rating of Undergraduate Programs in American and International Universities. Ninth Edition. (National Education Standards). 1996. Reports the top undergraduate programs in more than 150 separate fields.

Hidden Job Market 1997: 2,000 Fast Growing High-Technology Companies That are Hiring Now. Sixth Edition. (Peterson's). 1996. Profiles 2,000 companies that added the most new employees to their payrolls in the past year.

High Impact Resumes and Letters. 3rd Edition (Impact Publications, 1993). Thirteen well-conceived chapters debunk resume myths and include necessary forms for producing and evaluating each resume section. The book promotes the larger career planning process of skills, objectives, research, networking, interviews, and negotiations, 363 pages.

Hook up, Get Hired! Joyce Laine Kennedy. (1995). Complete job-search book that advises the reader- whether a computer novice or and expert-on how to find current job posting on-line; how to post a resume, how to electronically research a company and how to network with others who share you interest.

(The) Janus Employability Skills Program. (Fearon/Janus Education, 1993). Consists of seven books especially designed for students with special needs. Teacher Guide and Resource book also available.

Jobs Related Almanac: Third Edition. Les Krantz. (Wiley). 1995. Ranks 250 jobs by more than a dozen vital factors, including salary, stress, benefits, and more.

Joyce Lain Kennedy's Career Book. 2nd Edition, (JIST – The Job Search People, 1992). The updated 2nd edition contains job-market trends, pay scales, career outlooks, educational options, college assessments, job-hunting tips, advice for minority students and information for people with disabilities. Self-evaluation tests and references point the way to more information in various fields, 480 pages.

Network Your Way to Jobs and Career Success. Ronald L. Kramnish, Ph.D., Caryle Rae Kramnish, Ph.D. (Impact Publications). Two leading employment experts provide practical guidance on how to organize effective job networks that lead to job interview and offers.

Occupational Outlook Handbook. (Superintendent of Documents, US Government Printing Office, 1996-97). The primary source for reliable occupational information since 1940. This handbook is updated every two years with a new edition. Orders to Government Printing Office must include payment. *Occupational Outlook Handbook* can be ordered (for a little less) from Careers, Largo, FL; and JIST Works on a regular school purchase order. Also available on the internet at http://stats.bls.gov/ocohome.htm

Succeeding in the World of Work. 5th Edition. (Glenco/Macmillan/McGrawHill, 1994). A well-written textbook that provides classroom instruction with real-life applications presented in conversational style that helps students anticipate, understand and succeed in the world of work, 442 pages. Teacher edition text, students activity book, teacher resouce binder, and test maker available.

Technical Education That Works for America. (National Association of Trade and Technical Schools, 1995). Reference source of determining accreditation of trade and technical schools in every state. Any schooling beyond high school costs quite a bit these days. Accrediation is your assurance that a private career school has met national standards of educational performance which have been established by an impartial, non-government agency.

Technical, Trade. ~ Business School Data Handbook. 4th Edition. (Orchard House, Inc. 1991-93). Reference book that includes all accredited community colleges, public post-secondary vocational schools, and all proprietary vocational schools in the United States that are members of and/or accredited by: Career College Association, American Association of Community and Junior Colleges. Accrediting Bureau of Health Education Schools, National Accrediting Commission of Cosmetology. Arts and Sciences, and the National Home Study Council. National Edition/2 volumes; Northeast/Southesast Regional Edition; and Midwest/West Regional Edition.

Young Person's Occupational Outlook Handbook: Descriptions for America's Top 250 Jobs. (JIST Works). 1996. Covers the same 250 jobs as the adult version of the OOH, but written for grades 5-9.

What Color is Your Parachute? JIST- The Job Search People, 1998 . The 1998 edition of Richard Bolles all-time best selling career-changing book. Revised annually, latest book is shorter and more readable.

100 Best Careers for the 21st Century by Shelly Field: A comprehensive guide to 100 of the fastest growing occupations for the 21st century. An expert's list of all the best choices. (1996, Arco)

Careersmarts: Jobs with a Future by Martin Yate; A wealth of practical, fact-based guidance on the most stable and rewarding jobs available in the years ahead.

Real People, Real Jobs: Reflecting Your Interests in the World of Work, by David Montross, *et al.*; Contains separate chapters that introduce job possibilities within John Holland's six major career categories and shows how to match such interests to specific careers.

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Job Search 101: Getting Started on Your Career Path by Marcia Fox, Ph.D., et al.; This book is filled with information and advise designed to give first time job searchers the edge for high school through adult audiences.

Knock 'Em Dead 1998: The Ultimate Job Seeker's Handbook by Martin Yate. Features sections on where the jobs are now and where they will be tomorrow, includes great answers to tough interview questions and advice on handling sticky situations.

MORE:

1. State-developed Career Development Classroom Activity books:

   - Oklahoma Department of Vocational & Technical Education, "Career Development Activity Book" K-6. 1994. Resource written to meet all of National Career Development Guidelines and Oklahoma's student learner outcomes.
   - University of Wisconsin, Madison, Center for Education and Work, "Developmental Guidance Activities", K-3, 4-6, 7-9, 10-12. Cross reference between national career development competencies and classroom subject matter.
   - Washington State Department of Education, "Career Development Activities K-12". (available from NC DPI)

2. Clearinghouse/catalogues with K-5 career resources:

   - America Guidance Services, Inc.
   - Center on Education and Work, University of Wisconsin, Madison
   - CFKR (Specialized in elementary and middle school resources)
   - Chronicle Guidance Publications
   - Enter Here L.L.C.
   - JIST Works
   - Wintergreen Orchard House, Riverside Publishing

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ADDITIONAL RESOURCES –Publishers

ACT Career Planning Services
Educational Services Division
Post Office Box 168
Iowa City, IA 52243
319-337-1566
404-231-1952

American Guidance Services
4201 Woodland Road
Circle Pines, MN 55014
800-328-2560
612-786-5603
FAX 612-786-4343

American Vocational Association
Department 93C
1410 King Street
Alexandria, VA 22314
800-286-9972 ext. 317

Cambridge Job Search
Post Office Box 2153, Department J01
Charleston, WV 25328-2153
800-468-4227

Career Communications, Inc.
6701 West 64th Street
Overland Park, Kansas 66202
800-669-7795

Careers, Inc.
Post Office Box 135
Largo, FL 34649
800-726-0441
813-584-7333

Center on Education and Work
University of Wisconsin, Madison
964 Educational Sciences Building
1025 West Johnson Street
Madison, WI 53706
800-442-4612
FAX 608-262-3063

C-F-K-R Career Materials
11860 Kemper Road, Unit 7
Auburn, CA 95603
800-525-5626
FAX 916-889-0433

Chronicle Guidance Publications
66 Aurora Street
Moravia, NY 13118
800-622-7284
315-497-0492

COIN Education Products
3361 Executive Parkway, Suite 302
Toledo, OH 43606
800-274-8515
FAX 415-536-7056

Consulting Psychologists Press, Inc.
Post Office Box 10096
Palo Alto, CA 94306
800-624-1765

Creative Educational Video
Post Office Box 66265
Lubbock, TX 79424-5265
800-992-9965
FAX 800243-6398

Drake/Bean/Morin, Inc.
100 Park Avenue
New York, NY 10017
212-692-7329

Enter Here L.L.C
1620 Central Street
Evanston, IL 60201
800-577-2271
FAX 847-866-7207

EDITS
Post Office Box 7234
San Diego, CA 92167
619-488-1666
619-222-1666

Fearon/Janus Education
500 Harbor Boulevard
Belmont, CA 94002
800-877-4283
415-592-7810

Glencoe/MacMillian/McGraw-Hill
Regional Office –Southeast USA
6510 Jimmy Carter Boulevard
Norcross, GA 30071
800-983-3992
404-446-7493

Impact Publications
Careers Department
9204-N Manassas Drive
Manassas Park, VA 22111
703-361-7300
FAX 703-335-9486

Job Jargon
1027 Broadway Avenue
Bowling Green, KY 42104
800-736-0288

JIST –The Job Search People
720 North Park Avenue
Indianapolis, IN 46202-3431
800-648-5478

Lakeshore Learning Materials
2695 East Dominguez Street
Carson, CA 90749
800-421-5354
FAX 310-537-5403

MacMillian New Media
124 Mount Auburn Street
Cambridge, MA 02138
800-328-8830
617-661-2955
FAX 607-868-7738

NATTS –National Association of Trade
And Technical Schools
2251 Wisconsin Avenue, NW
Washington, DC 20006
202-333-1021

NC State Occupational Information Coordinating Committee (NC SOICC)
Post Office Box 25903
Raleigh, NC 27611
919-733-6700
FAX 919-733-8662

Oklahoma Dept. of Vocational & Technical Education
1500 West Seventh Street
Stillwater, OK 74074
405-743-5404
FAX 405-743-5142

Opportunities for Learning, Inc.
941 Hickory Lane, Dept. XG467
Mansfield, OH 44091-8103
800-243-7116
419-589-1700

Orchard House, Inc.
46 Love Lane
Concord, MA 01742
800-423-1303
FAX 508-368-9472

Peterson's Guides
Post Office Box 2123
Princeton, NJ 08543-2123
800-EDU-DATA
609-924-5338

Piney Mountain Press, Inc.
Post Office Box 86
Cleveland, GA 30528
800-255-3127
FAX 706-864-6712

Psychological Assessment Resources, Inc.
Post Office Box 998
Odessa, FL 33556
800-331-TEST

Rick Trow Productions, Inc.
Post Office Box 291
New Hope, PA 18938
800-247-9404
215-862-0900

Smylie Educational Enterprises
Post Office Box 37333
Charlotte, NC 28237
704-366-0019

Southwestern Publishing Company
5101 Madison Road
Cincinnati, OH 45227
800-543-7972

Sunburst Communications, Inc.
Post Office Box 40
Pleasantville, NY 10570
800-431-1934

Superintendent of Documents
US Government Bookstore
First Union Plaza, Suite 120
999 Peachtree Street, NE
Atlanta, GA 30309-3964
Note: Free Catalogue.Payment required with orders.

404-347-1900
FAX 404-347-1897

TESI –The Educational Specialists, Inc.
Post Office Box 1222
Bonita Springs, FL 33959

800-633-6625

VGM Career Horizons
4255 West Touhy Avenue
Lincolnwood, IL 60646-1975

800-323-4900
708-679-5500
FAX 708-679-2494

Walch J. Weston Publisher
321 Valley Street
Portland, Maine 04104-0658

800-341-6094
FAX 207-772-3105

Wintergreen Orchard House
Riverside Publishing
425 Spring Lake Drive
Itasca, IL 60143

800-767-8420 x7109
FAX 630-467-6194

APPENDIX A

Eric Clearinghouse on Tests, Measurement, and Evaluation March 1992 EDO-TM-92-1

The Secretary of Labor's Commission on Achieving Necessary Skills

Deborah Whetzel, American Institutes for Research

What skills will prepare our youth to participate in the modern workplace? What skill levels do entry-level jobs require? In 1990, Elizabeth Dole, then Secretary of the Department of Labor, established the Secretary's Commission on Achieving Necessary Skills (SCANS) to answer these questions.

What are workplace skills?

To find meaningful work, high school graduates need to master certain workplace skills. SCANS calls these essentials *foundation skills* and *competencies*.

Workers use foundation skills-academic and behavioral characteristics-to build competencies on. Foundation skills fail into three domains:

- *basic* skills-reading, writing, speaking, listening, and knowing arithmetic and mathematical concepts;
- *thinking* skills-reasoning, making decisions, thinking creatively, solving problems, seeing things in the mind's eye, and knowing how to learn; and
- *personal* qualities-responsibility, self-esteem, sociability, self-management, integrity, and honesty.

Competencies, however, more closely relate to what people actually do at work. The competencies that SCANS has identified fall into five domains:

- *Resources*-identifying, organizing, planning, and allocating time, money, materials, and workers;
- *Interpersonal skills*-negotiating, exercising leadership, working with diversity, teaching others now skills, serving clients and customers, and participating as a team member;
- *Information skills*-using computers to process information and acquiring and evaluating, organizing and maintaining, and interpreting and communicating information;
- *Systems skills*–understanding systems, monitoring and correcting system performance, and improving and designing systems; and
- *Technology Utilization skills*-selecting technology, applying technology to a task, and maintaining and troubleshooting technology.

How did SCANS identify and define the skills?

SCANS began a four-step process by first formulating its approach to identifying the skills:

- asking commissioners for their comments and suggestions,
- visiting successful corporations that stress high-level employee skills, and
- reviewing recent research and discussing skills with researchers and analysts.

Next, in a workshop, a panel of experts reviewed this research and suggested a draft set of initial skills. In clear, understandable terms, these skills describe what capabilities American workers need.

Second, to define those skills, SCANS reviewed the literature from psychological, education, and business databases. The definitions that SCANS wrote include a description of the skill itself and an illustration of a worker competently using the skill.

In the third stage, SCANS asked research and business experts, among others, to review the skills and definitions to determine whether anything was

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missing in any domain. These experts also reviewed some examples of how workers might use the skills.

Fourth, SCANS analyzed jobs in various arm of the economy to see how the skills apply. SCANS chose a sample of 50 jobs to represent the various employment sectors identified by the Department of Labor. These 50 jobs

- are part of a meaningful career path,
- are expected to make up a large proportion of jobs in the future economy, and collectively,
- call on diverse skills.

Examples include farmer, cosmetologist, personnel specialist, and law enforcement officer.

For this job analysis, SCANS asked job experts to review the skill definitions and to rate how critical each skill is to the jobs. For any skill that the experts considered highly critical, SCANS asked them to detail a task requiring a worker to use that skill. Then, SCANS asked the job experts about critical incidents that would call for workers to proficiently use the skills.

SCANS used the data collected from the job analysis to evaluate how clear and comprehensive job experts found the skill definitions, and to estimate how critical the skills are across a range of jobs.

How did SCANS identify levels of skill difficulty?

Besides defining workplace skills, SCANS studied how proficient workers need to be in each foundation skill and competency.

SCANS scaled the job tasks identified in the job analysis. SCANS asked 20 people to rate the skill level required to effectively perform each job task. These scaled tasks will become benchmarks for each skill, illustrating several levels of difficulty for the skills.

What are the next steps?

SCANS has two other charges:

- suggest effective ways to assess proficiency, and
- develop a dissemination strategy for homes, schools, unions, and businesses.

To find ways to assess proficiency, SCANS will consider and report on the issues involved in assessing students. These Issues include authentic assessment that employers could use in academic and hiring decisions.

To develop a dissemination strategy, SCANS will study issues we must consider before schools can integrate instruction in the competencies into current programs. These issues include financial considerations as well as teacher training and curriculum concerns.

Despite some disagreement over the relevance of these skills (Samuelson, 1991), Lynn Martin, the new Department of Labor secretary, supports the ideas discussed in the first SCANS report. She believes that in today's economy, we must do more than educate students about reading, writing, and arithmetic: "Diplomas must reflect the demands of a changing workplace for broader skills beyond the 3 Rs" (Martin, 1991).

According to William E. Brock, the chair of SCANS, the end product "must include the publication of necessary functional and enabling skills which society must provide to every child in this country by the age of 16. Our mission, once these are enumerated, must be to bring the progressive forces of this country to bear on those changes in public education which would allow us to meet the stated objective. Every school would be affected, every child would be affected, every workplace would be affected."

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APPENDIX B

DEVELOPMENT TRAITS	CAREER NEEDS	PARENT INVOLVEMENT
Prekindergarten-3rd Grade:		
☐Needs and seeks attention and praise. ☐Has boundless energy. ☐Considers fantasy as reality. ☐Needs confidence building. ☐Shows a variety of tension releasing behaviors.	☐Distinguish between work and play. ☐Identify different types of work. ☐Experience different types of work activities. ☐Describe how decisions are made. ☐Demonstrate a positive attitude. ☐Identify personal feelings.	☐Listen and encourage. ☐Encourage involvement in a variety of sports/hobbies. ☐Positively reinforce child for completing chores. ☐Praise efforts toward work as well as accomplishments. ☐Show an interest and stress importance of school. ☐Give toys that promote role playing. ☐Make decisions with -not for your children.
4th Grade-6th Grade:		
☐Is more independent. ☐Feels that belonging to a group and friends are important. ☐Can assume more responsibility. ☐Has a surprising scope of interests. ☐Can think on own, but is influenced by others.	☐Identify personal interests, abilities, strengths, and weaknesses. ☐Describe how to work at home and/or school relates to jobs in community. ☐Describe how work is important and attainable to all people. ☐Describe how personal beliefs and values effect decision making.	☐Encourage good work habits at home. ☐Gradually add responsibilities. Effort/experience are more important than quality. ☐Avoid assigning jobs at home by sex to avoid stereotyping. ☐Show various workers in your community. ☐Participate in the school's career education program. ☐Listen as your child makes decisions. ☐Keep in mind peer pressure.
7th Grade - 8th Grade:		
☐Is undergoing dramatic physical changes. ☐Is sensitive and has a need for approval. ☐Tries to build a unique identity apart from parent's influence. ☐Wants more independence. ☐Is curious but not ready for planning. ☐Expresses feelings more openly.	☐Demonstrate effective skills in working with others. ☐Show an appreciation for the similarities and differences among people. ☐Identify strategies for managing personal finances. ☐Describe skills needed in a variety of occupations. ☐Demonstrate skills needed to obtain and keep a job.	☐Discuss your child's skills, interests, abilities, and goals to help plan for the future. ☐Encourage participation in service-oriented activities in the community. ☐Help children meet a variety of workers by arranging job observations, field trips, or personal interviews. ☐Use guided money management and allow your child to make economic choices. ☐Allow children to work part-time outside the home.
High School:		
☐Develops a sense of self-identity. ☐Begins a more prominent and realistic work/career search. ☐Develops a concern about social issues. ☐Matures sexually with physical and emotional changes. ☐Increases independence.	☐Understand how individual personality, abilities, and interests relate to career goals. ☐Understand how education relates to college majors, further training and/or entry into the job market. ☐Demonstrate transferable skills that can apply to a variety of occupations and changing work requirements. ☐Be able to use a wide variety of career information resources. ☐Show responsible decision making.	☐Help your child make independent decisions. ☐Encourage exploration of all kinds of post secondary education opportunities. ☐Involve yourself in your child's future planning. ☐Give certain economic responsibilities. ☐Encourage job awareness. ☐Be flexible as the decision-making process evolves. It takes patience and numerous modifications.

Source: American School Counselor Association

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